



REPORT
ON THE
STATE AND PROGRESS OF EDUCATION
IN THE
CENTRAL PROVINCES AND BERAR
FOR THE YEAR ENDING THE
31ST MARCH 1936

NAGPUR
GOVERNMENT PRINTING, C P
1937



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No. 62

GOVERNMENT OF THE CENTRAL PROVINCES
EDUCATION DEPARTMENT

Nagpur, the 15th January 1937.

READ—

The Annual Report of the Director of Public Instruction, Central Provinces, on the state and progress of Education in the Central Provinces and Berar for the year ending the 31st March 1936.

RESOLUTION

Government notes with satisfaction the steady and all round progress recorded during the year under report in almost every branch of education. Numerical growth in some cases has outstripped financial provision and the realization of this fact has led to the closure of a number of primary schools in certain areas. This accounts for the comparatively small increase in the total number of educational institutions. The total enrolment shows a slight decline as the appreciable rise in number at the higher stages is more than counterbalanced by the decrease at the primary stage.

2. The continuance of a state of general apathy, especially in rural areas, and the unsatisfactory tone of administration are the main factors which have hampered the progress of vernacular education. Expedient and practicable measures to check wastage and stagnation have been enforced and it is hoped that definite signs of improvement will soon be discernible.

3. The increase in the number of scholars at all stages, except the primary, in spite of the persistent economic depression is a matter for satisfaction. It is particularly gratifying to note the appreciable advance at the various stages made by Aborigines, Backward Classes and Muhammadans. Female education, especially at the higher stages, shows signs of steady progress.

4. Government hopes that the contemplated legislative measures to improve the tone of administration of

vernacular education will be persevered with and that the schemes of educational reconstruction already undertaken by the department will yield the desired results in due course. It is satisfactory to note that the needs of rural education are being examined. The advance of literacy, especially among the rural masses, is a matter of vital importance for the future welfare of the province and the results of the present activities of the department, which are supported by enlightened public opinion, will be watched with much interest.

By order of the Government
(Ministry of Education),
M. OWEN,
*Secretary to Government,
Central Provinces.*

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REPORT ON THE STATE AND PROGRESS OF EDUCATION IN THE CENTRAL PROVINCES AND BERAR FOR THE YEAR ENDING THE 31st MARCH 1936

CHAPTER I

GENERAL

1. General survey.—The year under review shows an increase of 16 in the total number of educational institutions as against 163 for the preceding year. Though apparently this indicates a slowing down of pace, in reality it denotes a steadying influence tending towards consolidation of the ground covered so far. Numerical growth had long outstripped financial provision and the realization of this disparity led to the closing down, during the year, of a considerable number of schools, as for instance in the Wardha district. This brought about in its turn a drop in enrolment at the primary stage which has more than counterbalanced the rise in numbers at all other stages, the total enrolment of scholars declining by 2,097. Efforts at a hasty and ill-conceived expansion at the primary stage without reckoning with the problem of financial provision have led to an inevitable reaction which is represented in the comparatively small increase in the number of institutions and in the slight decline in total enrolment.

Though the percentage of wastage is at a standstill the fall in enrolment in classes I and II of the primary schools, coupled with the comparative rise in classes III and IV, gives room for hope for an improvement in this respect in the near future. It is in the rural area that efforts to remove public apathy in respect of schooling are most essential and efficient administration of vernacular education will obviously accelerate the improvement still further. The cheap-type single teacher schools started by a few local bodies show a certain amount of enthusiasm and anxiety for the expansion of primary education. The levying of a special school-cess by local bodies would facilitate to some extent the carrying out of the programme for expansion. Every precaution, however, needs to be taken to see that these schools do not add to the existing wastage.

It is noteworthy that in spite of the persistent economic depression, the number of scholars at the anglo-vernacular stage has risen. Of particular interest is the rise in the number of girls from all communities and of pupils from the aborigines, backward classes and Muhammadan community. These are unmistakable signs that the general awakening is rapidly affecting the lower strata of society. Though the rise in the numbers at the anglo-vernacular stage of education shows a determination to overcome financial difficulties created by economic depression, there are indications that parents and guardians wish to take stock of the situation and to scrutinize minutely the utilitarian aspect of secondary education.

In this connection it would be pertinent to refer to the schemes of educational reconstruction undertaken by Government during the year under report. The syllabus for primary schools has been revised so as to provide the pupil with a living interest in his environment together with attractive and useful occupation for his leisure hours. Differing needs of rural and urban children have been taken into account. To ensure proper understanding and appreciation of the syllabus and its requirements, *refresher* courses are being held at Bilaspur. By 1940, the syllabus will be in force in all the primary schools in the province under teachers prepared and properly trained for the task. The curriculum of studies and the course of education at the primary stage have been made more practical and of greater living interest and the methods of instruction to be employed will strengthen the practical tendencies of the scholars. An alternative syllabus for rural middle schools has also been sanctioned. It is strictly correlated in every subject with the practical work done, and close attention is paid to handicrafts related to rural life. A committee has been set up to examine the question of imparting a vocational bias to post-primary education and a comprehensive questionnaire has already been issued. The policy of providing for agricultural instruction, both theoretical and practical, in Government secondary schools is being steadily implemented as finances permit. Education is thus being reconstructed in its various stages with a view to bring it into line with the social needs of the day.

2. Administration.—Mr. M. Owen continued to officiate as Director of Public Instruction, throughout the year.

3. Inspecting agency.—The inspecting staff and the number of schools of various grades are shown in the tables below :—

		Circle				Total
		Berar	Nagpur	Jubbulpore-	Chhattisgarh	
Inspectors of Schools ..		1	1	1	1	4
Assistant Inspectors of Schools.			2	2	2	9
Deputy Inspectors of Schools.		23	5	15	15	68
High Schools ..		20	26	21	8	75
Anglo-Vernacular Middle Schools.		75	57	42	27	201
Vernacular Middle Schools		218	63	64	48	393
Primary Schools ..		1,515	832	918	3,005	4,270
Normal Schools ..		3	3	..	2	8
Other Special Schools ..		19	10	8	3	40
Compulsory Education Areas—						
District Councils ..		169	30	..	233	433
Municipal and Notified Area Committees.		6	7	5	9	27

		Nagpur circle	Jubbulpore circle	Total
Inspectresses of Schools ..	..	1	1	2
Assistant Inspectresses of Schools	..	2	2	4
High Schools ..	..	4	3	7
Anglo-Vernacular Middle Schools	..	9	12	21
Vernacular Middle Schools ..	..	14	25	39
Primary Schools ..	..	248	211	459
Normal Schools ..	..	5	3	8
Other Special Schools ..	..	3	2	5

4. Expenditure.—The statement below gives the expenditure on education from various sources :—

Sources of expenditure	Expenditure			Percentage to total expenditure on education	
	1934-35	1935-36	Increase or decrease	1934-35	1935-36
	Rs.	Rs.	Rs.		
Government ..	45,78,718	47,39,189	+1,60,471	43.19	43.41
District Council Funds	20,39,315	20,14,379	—24,936	19.24	18.45
Municipal Board Funds	10,57,390	10,76,906	+19,516	9.97	9.86
Fees ..	19,87,258	20,82,394	+95,136	18.74	19.10
Other sources ..	9,38,936	10,02,740	+63,804	8.86	9.18
Total ..	1,06,01,617	1,09,15,608	+3,13,991	100.00	100.00

The total expenditure increased by Rs. 3,13,991, of which Government's share was Rs. 1,60,471.

Expenditure on education under various heads is as under :—

Heads of expenditure (1)	Expenditure		Increase or decrease (4) Rs.
	1934-35	1935-36	
	(2) Rs.	(3) Rs.	
Direct expenditure			
<i>Institutions for males.</i>			
University ..	1,25,416	1,35,161	+9,745
High School Education Board ..	43,052	66,978	+23,926
Arts and Science Colleges ..	5,92,783	6,21,759	+28,976
Professional Colleges ..	1,81,013	1,76,624	-4,389
High Schools ..	10,16,776	10,41,248	+24,472
Anglo-Vernacular Middle Schools ..	12,10,364	12,95,045	+84,681
Vernacular Middle Schools ..	9,23,240	9,50,140	+26,900
Primary Schools ..	31,57,048	31,51,222	-5,826
Normal Schools ..	2,14,532	2,26,026	+11,494
Other Special Schools ..	2,32,316	2,37,126	+4,810
Total ..	76,96,540	79,01,329	+2,04,789
<i>Institutions for females.</i>			
Arts and Science Colleges ..	..	20,173	+20,173
Professional Colleges ..	4,631	4,493	-138
High Schools ..	77,512	79,639	+2,127
Anglo-Vernacular Middle Schools ..	1,16,040	1,18,580	+2,540
Vernacular Middle Schools ..	76,186	82,347	+6,161
Primary Schools ..	5,21,962	5,42,456	+20,494
Normal Schools ..	64,055	66,825	+2,770
Other Special Schools ..	23,688	22,413	-1,275
Total ..	8,84,074	9,35,926	+52,852
Total Direct expenditure ..	85,80,614	88,38,255	+2,57,641
Indirect expenditure			
Direction ..	99,454	82,960	-16,494
Inspection ..	4,21,490	4,33,309	+11,819
Buildings and furniture ..	5,43,389	6,35,525	+92,136
Miscellaneous ..	9,56,670	9,25,559	-31,111
Total ..	20,21,003	20,77,353	+56,350
Grand Total ..	1,06,01,617	1,09,15,608	+3,13,991

Expenditure on education shows an increase of over 3 lakhs. The increasing number of examinees accounts for the rise in expenditure in the cases of the High School Education Board and the colleges, while annual increments and the opening of new schools explain the rise in expenditure in the case of anglo-vernacular middle and high schools. There is a decline in the figure against primary schools for boys while a rise in expenditure is recorded against primary schools for girls. The

slight decline in the former case is due to the decrease in the number of primary schools for boys while increased expenditure on primary schools for girls is due to the rise in the number of these schools.

The average cost of educating a pupil rose from Rs. 21-13-5 to Rs. 22-9-2.

5. Numbers.—The following tables give the number of institutions of all kinds and the enrolment in them :—

Kind of institution	Institutions for males			Institutions for females		
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease
<i>Recognized institutions—</i>						
Arts and Science Colleges ..	7	8	+1	..	1	+1
Professional and other Colleges ..	4	4	..	1	1	..
High Schools ..	77	79	+2	12	13	+1
Anglo-Vernacular Middle Schools ..	197	205	+8	24	27	+3
Vernacular Middle Schools ..	384	393	+9	35	39	+4
Primary Schools ..	4,279	4,276	-3	462	470	+8
Normal Schools ..	8	8	..	8	8	..
Other Special Schools ..	39	40	+1	6	5	-1
Total ..	4,995	5,013	+18	548	564	+16
<i>Unrecognized institutions</i> ..	341	335	-6	55	43	-12
Grand Total ..	5,336	5,348	+12	603	607	+4

Kind of institution	Number of pupils in institutions for males			Number of pupils in institutions for females		
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease
<i>Recognized institutions—</i>						
Arts and Science Colleges ..	2,411	2,489	+78	..	22	+22
Professional and other Colleges ..	630	786	+156	17	17	..
High Schools ..	9,171	9,473	+302	443	522	+79
Anglo-Vernacular Middle Schools ..	29,663	31,093	+1,430	2,026	2,337	+311
Vernacular Middle Schools ..	76,718	76,396	-322	4,291	5,196	+905
Primary Schools ..	319,554	314,140	-5,414	36,782	37,236	+454
Normal Schools ..	774	865	+91	370	406	+36
Other Special Schools ..	2,218	2,393	+175	464	447	-17
Total ..	441,139	437,635	-3,504	44,393	46,183	+1,790
<i>Unrecognized institutions</i> ..	12,610	13,196	+586	3,055	2,086	-969
Grand Total ..	453,749	450,831	-2,918	47,448	48,269	+821

The number of pupils in recognized institutions for boys decreased by 3,504. This is almost entirely accounted for by the decline in the enrolment at the primary stage. The number at the vernacular middle stage

shows a slight fall. Every other stage, however, indicates an increase, this being most marked in the anglo-vernacular middle stage. The number in unrecognized institutions for boys increased by 586.

The number of pupils in recognized institutions for females shows an increase of 1,790. Enrolment rose at the primary, vernacular middle and anglo-vernacular stages. The number in unrecognized institutions for females shows a slight decrease. The total number of pupils of both sexes in institutions of all stages was 499,100 (501,197), indicating a slight decline of 2,097.

The number of institutions of all kinds in the province under different managements with their respective enrolment is shown in the table below :—

Managements	Institutions				Enrolment			
	1934-35	1935-36	Increase or decrease	Percent- age of increase or decrease	1934-35	1935-36	Increase or decrease	Percent- age of increase or decrease
<i>Recognized institutions—</i>								
Government .	391	392	+1	+0 26	41,980	41,392	—588	—1 40
District Councils	3,886	3,905	+19	+0 49	303,015	297,037	—5,978	—1.97
Municipal Com- mittees	586	601	+15	+2 56	92,077	93,607	+1,530	+1.66
Aided .	428	450	+22	+5 14	36,586	40,304	+3,718	+10.16
Unaided ..	252	229	—23	—9 13	11,874	11,478	—396	—3 34
Total ..	5,543	5,577	+34	+0 61	485,532	483,818	—1,714	—0.35
<i>Unrecognized institutions.</i>								
	396	378	—18	—4 55	15,665	15,282	—383	—2.44
Grand Total ..	5,939	5,955	+16	+0 27	501,197	499,100	—2,097	—0 42

The number of district council schools has increased by 19, though enrolment in them has fallen by 5,978. The decline in the total enrolment is thus most marked in rural areas at the primary stage. It is gratifying to note the increase in the number of institutions under the control of district councils and municipal committees. The increase in the number of aided institutions under private management is counterbalanced by the decrease in the number of unaided private institutions.

The percentage of pupils to the total population was 3.22 (3.23). The percentage of male pupils to the male population was 5.39 (5.44) and of the female pupils to the female population was 1.04 (1.02).

CHAPTER II

THE UNIVERSITY

6. **University Legislation.**—The statute relating to University examinations was amended to include the Junior, Senior and Higher Diploma examinations in Oriental Learning in the list of University examinations prescribed by the statute. Statutory amendment empowering the Executive Council to hold, if necessary, more than one Convocation in a year was also passed. Both these amendments have received the assent of the Chancellor.

Two new ordinances were made. One relates to the research degree of Doctor of Literature, for which Doctors of Philosophy of three years' standing and Masters of Arts of eight years' standing may offer themselves as candidates. A revised and comprehensive ordinance relating to the medical inspection and physical welfare of students was passed, making physical education in one of the approved items compulsory for one year for all male students prosecuting a course for the Intermediate (Arts and Science) examination. University activities relating to medical inspection, physical education and sports have been entrusted to the new Board of Physical Welfare created under this ordinance, facilitating thereby an organized and co-ordinated working. Several amendments to the existing ordinances were also made. The ordinance relating to "Examinations in General" was amended in order to provide for the limitation of the vernacular medium to instruction and examination at the Intermediate and B. A. stages.

7. **Examinations.**—The following table gives the results of the University examinations in 1935 and 1936 :—

Examination	Number of candidates admitted		Number present		Number passed		Percentage of passes	
	1936	1935	1936	1935	1936	1935	1936	1935
M. A. ..	79	59	70	58	49	53	70.0	91.3
M. Sc. ..	22	10	21	10	19	9	90.4	90.0
B. A. (Honours) ..	3	..	3	..	3	..	100.0	..
B. Sc. (Honours) ..	8	..	8	..	6	..	75.0	..
LL. M. (Part I) ..	3	3	2	2	..	..	..	..
LL. B. (Final) ..	262	176	250	170	188	148	75.2	87.0
LL. B. (Previous) ..	376	366	348	335	252	243	72.1	72.5
B. T. ..	29	30	29	30	29	29	100.0	96.6
B. A. (Pass) ..	558	595	533	561	252	313	47.2	55.7
B. Sc. (Pass) ..	118	116	114	112	64	50	56.1	44.6
B. Ag. ..	24	37	24	37	22	26	91.6	70.3
B. A. (Honours) (in minor subjects) ..	11	3	11	3	11	3	100.0	100.0
B. Sc. (Honours) (in minor subjects) ..	9	8	9	8	8	8	88.8	100.0
Intermediate (Arts and Science) ..	989	973	951	928	567	515	59.6	55.5
Intermediate (Agriculture). ..	44	29	44	29	29	17	65.9	58.6
Dip. T. ..	54	49	53	49	48	48	90.6	98.0
Total ..	2,589	2,454	2,470	2,332	1,542	1,462	..	..

8. **Convocation.**—The twelfth annual Convocation was held on the 7th December 1935 in the University Convocation Hall under the presidency of His Excellency the Chancellor. Mr. M. R. Jayakar, M.A., LL.B., Bar.-at-Law, delivered the Convocation address.

9. **Endowments.**—The total number of endowment funds in the University was 42. The aggregate value of the various endowment funds on the 31st March 1936 was Rs. 1,84,000 as against Rs. 1,37,000 on the 31st March 1935.

10. **University College of Law.**—The number of students on the roll of this college has increased by 137 to 487 (350). Construction of a separate building for the college will be undertaken by the University as soon as a suitable site is obtained.

11. **Affiliation of colleges.**—With the sanction of the local Government, the Wasudeo Arts College, Wardha, was admitted to the privileges of the University for one year only. The Rajkumar College, Raipur, was admitted to the privileges of the University in respect of the courses of instruction in certain subjects up to the Intermediate standard. An application for admission from the Government Engineering School, Nagpur, to

the privileges of the University up to a diploma standard in Engineering is being considered. The total number of affiliated colleges was 14.

12. University library.—An addition of 1,722 volumes was made to the library, bringing the total number to 27,325. A sum of Rs. 9,815-1-11 was spent on the purchase of new books and periodicals during the year.

13. The University Training Corps.—The strength of the Corps during the year was 295 of whom 227 belonged to Government colleges. The annual camp was held at Boregaon from the 10th to 24th October 1935 and was attended by 3 officers and 266 (258) other ranks. In the competition for the Commanding Officer's Platoon Efficiency Cup, No. 7 Platoon, B Company, was placed first. The same Platoon won the Niyogi Drill Competition Cup, a creditable achievement for the Officer Commanding, Lt. Aga Hyder Hasan, and the Platoon (Amraoti). Besides the Section Leaders' course which was held in June 1935 and was attended by 25 (18) non-commissioned officers and cadets, a new weapon training course was introduced this year. The Corps formed a Guard of Honour to His Excellency the Governor on the occasion of the annual Convocation of the University.

14. The Laxminarayan Bequest.—The Laxminarayan foreign technological scholarship was awarded for the first time during the year.

Grants for research work in Applied Science amounting to Rs. 2,500 were sanctioned. The University has decided to build up a technological library and a beginning has been made by purchasing books in Applied Science to the total value of Rs. 2,561-3-4. Various sites suggested for the buildings of the Laxminarayan technological institute have been under consideration, but the final selection of a suitable site has not yet been made. The University, however, expects that it will be possible to take the building operations in hand before the end of next year.

15. Finance.—The total income for the year (exclusive of the opening balance and debt heads) was Rs. 2,07,752-6-10 and the total expenditure (exclusive of debts and investments), Rs. 1,66,488-5-8. The closing balance on the 31st March 1936 was Rs. 1,77,822-1-3. The major portion of this balance is proposed to be utilized for the construction of a separate building for the College of Law.

16. Physical education.—A whole-time director of physical education has been appointed by the University, Government contributing half the expenditure on his salary. Further details of the scheme of physical education were worked out during the year and embodied in an ordinance. In order to enable the colleges to take full advantage of this scheme, two physical instructors at Nagpur and one each at Jubbulpore and at Amraoti have been appointed as an experimental measure. This indicates a definite step of practical importance towards the promotion of the physical welfare of the students of Nagpur University.

CHAPTER III

ARTS AND SCIENCE COLLEGES

17. Institutions.—The Central College for Women, Nagpur, and the Wasudeo Arts College, Wardha, were affiliated to the Nagpur University during the year under report. The number of colleges thus rose by 2 to 9. Of the five colleges under private management, the Hislop College, Nagpur, is aided by Government. A maintenance grant for the ensuing session was sanctioned during the year in favour of the Central College for Women.

18. Enrolment.—The following table gives the enrolment figures for the years 1935 and 1936 :—

Colleges	Enrolment on the 31st March		Increase or decrease
	1935	1936	
Morris College, Nagpur ..	576	576	
College of Science, Nagpur ..	431	446	+15
Hislop College, Nagpur ..	364	343	—21
City College, Nagpur ..	281	284	+3
Wasudeo Arts College, Wardha ..	.	39	+39
Central College of Arts for Women, Nagpur. ..	..	22	+22
King Edward College, Amraoti ..	346	362	+16
Robertson College, Jubbulpore ..	351	309	—42
Hitkarini City College, Jub- bulpore.	62	130	+68
Total ..	2,411	2,511	+100

The numbers in the Robertson College, Jubbulpore, declined by 42 while those of the Hitkarini City College increased by 68. The Principal, Robertson College, Jubbulpore, attributes this decline to financial depression. He observes that the students can manage to live in the city at a cheaper rate and hence they prefer to join the Hitkarini College. The Principal, Hislop College, Nagpur, thinks that the drop in the numbers in his college is mainly due to the establishment of new colleges affiliated to Nagpur University and to a less degree to the economic depression. The total number of students receiving collegiate education shows a rise of 100 (1935—1961).

19. Accommodation.—The City College, Nagpur, has provided for further accommodation by additions to the existing buildings. Accommodation for the tutorial and M. A. classes in Morris College, Nagpur, is said to be unsuitable. The Central College for Women, Nagpur, has secured an annexe for lecture rooms, thus leaving more space for the hostel. The Wasudeo Arts College meets in a rented building which suffices for present requirements.

20. Hostels.—Hostels are attached to all colleges. The total number of resident students was 585 (570). The number of students in the hostels attached to Morris College, Nagpur, and Robertson College, Jubbulpore, declined by 10 and 14 respectively, while the number of students in the hostel attached to King Edward College, Amraoti, rose by 13. Accommodation in all hostels was reported to be sufficient. The need for a suitable structure to locate the Muhammadan mess in the hostel attached to the College of Science, Nagpur, is emphasized by the Principal.

21. Libraries and laboratories.—Increased allotments for the libraries and laboratories of Government colleges appear to be necessary. The libraries require to be considerably replenished and brought up to date. This applies still more to some colleges under private management.

22. Research work.—Twenty-three research papers in various branches of science were published by the staff and students of the College of Science. Some of them have appeared in scientific journals abroad.

A considerable number are under preparation. The successful efforts of the College of Science in this direction are highly commendable.

23. Finance.—The total expenditure in Government arts and science colleges increased from Rs. 5,01,636 to Rs. 5,25,957, contribution from Government funds during the year being Rs. 3,44,916 (Rs. 3,17,567). Thirty-four per cent of the total expenditure on Government colleges is covered by fee-receipts. Contribution from Government funds for aided colleges has increased from Rs. 17,473 to Rs. 18,244. In unaided colleges, fee-receipts have gone up from Rs. 20,468 to Rs. 27,654, and income from other sources to Rs. 5,568 (Rs. 212).

The average cost of educating a student in college was Rs. 249-12-10. In Government colleges the cost per pupil amounted to Rs. 310-10-8, in aided colleges to Rs. 182-7-2 (Rs. 193-9-5), and in unaided colleges to Rs. 73-5-5 (Rs. 60-4-8). The fall in the case of aided colleges is due to the decline in their fee-receipts and income from other sources, while the rise in the case of unaided colleges is explained by the increase in their income from fees and other sources.

24. College life and discipline.—Discipline continued to be satisfactory with one exception in which the authorities of the Robertson College, Jubbulpore, had to take stringent action resulting in the expulsion of two students. Similar steps had to be taken by the authorities of this college against "a batch of boarders who indulged in acts of indiscipline". Relations between the staff and students, in general, were good.

The year under report witnessed two notable events in the Golden Jubilee celebrations of Morris College, Nagpur, and Hislop College, Nagpur. His Excellency graced both occasions by his presence. The various social and intellectual activities that enrich college life were continued with vigour. Sports and physical activities received their due share of attention and the standard displayed in organized games reached a high level. Of particular interest are the rural uplift activities carried on by college students. The Social Service League of the Hislop College continued its good work with unabated zeal.

CHAPTER IV

SECONDARY EDUCATION FOR BOYS

(EXCLUDING EUROPEAN SCHOOLS)

A.—Anglo-Vernacular Schools

25. **Institutions.**—The following table gives the number of recognized high and middle schools under different managements, during the year under report :—

		High schools	Anglo-vernacular middle schools
Government	..	26	47
District Council	..	..	2
Municipal	..	10	52
Private { Aided	..	23	75
{ Unaided	..	16	25
Total	..	75 (73)	201 (193)

Three new high schools, one each in Akola, Nagpur and Umrer were recognized by the High School Education Board. The high school at Akot is omitted from the list as it was not recognized for the year under report. The aided anglo-vernacular middle school at Dahigaon (Buldana district) was closed. Seven unaided anglo-vernacular middle schools under private management have sprung up, three in Nagpur and four in Berar.

26. **Enrolment.**—The following table gives the comparative enrolment in anglo-vernacular schools for the years 1935 and 1936 :—

Management	Pupils in high schools			Pupils in anglo-vernacular middle schools and middle departments of high schools		
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease
Government	.. 4,552	4,679	+127	6,524	6,640	+116
District Council	.. ..	..	..	66	140	+74
Municipal	.. 948	948	..	10,584	10,895	+311
Private (Aided)	.. 2,787	2,796	+9	10,400	10,749	+349
Private (Unaided)	.. 702	868	+166	1,735	2,316	+581
Total	.. 8,989	9,291	+302	29,309	30,740	+1,431

Enrolment in high schools has gone up by 302 and that in anglo-vernacular middle schools by 1,431. The total increase of 1,733 is shared by all the four circles, the increase in Berar and Jubbulpore Circles being particularly notable.

27. **Expenditure.**—The following table gives the expenditure on anglo-vernacular schools from various sources during 1935-36 :—

Expenditure from	Expenditure on high schools			Expenditure on anglo-vernacular middle schools		
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government funds.	3,68,093	4,09,741	+41,648	4,81,114	4,98,965	+17,851
District Council funds.	1,470	700	—770	3,454	6,299	+2,845
Municipal funds	23,130	22,624	—506	82,333	89,353	+7,020
Fees ..	4,72,736	4,78,159	+5,423	4,92,305	5,24,270	+31,965
Other sources..	1,11,653	80,910	—30,743	98,688	1,20,768	+22,080
Total ..	9,77,082	9,92,134	+15,052	11,57,894	12,39,655	+81,761

The total expenditure on secondary schools incurred by Government increased by Rs. 59,499, which is slightly less than six times the increase indicated in the previous year (Rs. 10,069). Normal increment to teachers in government schools, enhanced grants occasioned by the restoration of the cut by 25 per cent, additional posts of physical training instructors for government high schools, provision for the teaching of agriculture in the government high school, Basim, and other incidental items of expenditure have contributed towards this increase. It is noteworthy that the increase in Government expenditure on high schools is appreciably greater than that on anglo-vernacular middle schools. The total expenditure on secondary schools increased by Rs. 96,813 of which 61.4 per cent was contributed from Government funds.

28. **Hostels.**—The total number of boarders during the year was 2,439 (2,479). The decline is traced to the prevailing economic depression. Payment in coin by boarders was allowed at some places (*e.g.*, Mandla) to be substituted by payment in kind, the value of the commodity (wheat, juar, rice, etc.) being determined by the current market rates. This arrangement is reported to have been of great help, particularly to the wards of agriculturists.

29. **Buildings and equipment.**—(a) *Government schools.*—On account of financial stringency neither construction nor extension of buildings was undertaken

during the year though there have been pressing demands in this direction. Rs. 4,475 were expended on minor works.

(b) *Other schools*.—The extension to the Sule high school, Nagpur, and the new building for the anglo-vernacular middle school at Buldana were completed and extensions to the municipal anglo-vernacular middle school buildings at Gondia, Bilaspur, Drug and Chhindwara were undertaken during the year under report. The building of the mission anglo-vernacular school, Chhindwara, is also being renovated. No building grants were paid and reports from all the circles indicate overcrowding in the case of several schools which are housed in buildings, either their own or rented. Provision of spacious and suitable accommodation is being postponed by the managements concerned, as finances have been lacking.

30. *Teaching staff*.—The number of trained and untrained teachers in high and anglo-vernacular middle schools under different managements is shown in the table below :—

Management	Trained		Untrained		Total		Percentage of trained teachers		
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	
<i>High schools—</i>									
Government	..	265	282	34	29	299	311	88.6	90.7
Municipal	..	41	39	33	36	74	75	55.4	52.0
Aided	..	86	89	117	129	203	218	42.4	40.8
Unaided	..	12	15	66	82	78	97	16.7	15.5
Total	..	404	425	250	276	654	701	61.8	60.6
<i>Anglo-vernacular middle schools—</i>									
Government	..	314	304	19	31	333	335	94.3	90.7
District Council and Municipalities.	and	213	233	294	268	507	501	42.1	46.5
Aided	..	171	182	330	310	501	492	42.5	37.0
Unaided	..	14	22	74	117	88	139	16.0	15.8
Total	..	712	741	717	726	1,429	1,467	49.5	50.5

The aided and unaided anglo-vernacular middle and high schools show a comparative fall in the percentage of trained teachers. This is more marked in the case of aided anglo-vernacular middle schools. As the present strength of the Dip. T. class is restricted, it is impossible to meet the pressing demand for more trained teachers

to any great extent. The opening of an additional section of the Dip. T. class is urged by the Inspector of Schools, Jubbulpore circle.

31. Examination results.—The following tables give the results in the High School Certificate and High School Entrance and Scholarship examinations in the recognized schools in each circle :—

Circle	1934-35			1935-36		
	Number appeared	Number passed	Percentage of passes	Number appeared	Number passed	Percentage of passes
<i>High School Certificate examination</i>						
Nagpur ..	1,227	544	44.34	1,443	708	49.06
Jubbulpore ..	541	350	64.7	681	481	70.63
Chhattisgarh ..	247	153	61.94	224	171	76.33
Berar ..	796	336	42.21	1,007	597	59.28
Total ..	2,811	1,383	49.20	3,355	1,957	58.3
<i>High School Entrance and Scholarship examination</i>						
Nagpur ..	1,738	939	54.03	1,741	978	56.2
Jubbulpore ..	1,432	1,003	70.04	1,389	940	67.6
Chhattisgarh ..	649	380	58.35	565	384	68.0
Berar ..	1,856	1,150	61.96	1,819	1,105	60.0
Total ..	5,675	3,472	61.18	5,514	3,407	61.8

The percentage of passes of candidates from recognized schools in the High School Certificate examination rose from 49.2 for the previous year to 58.3. The percentage of passes amongst private candidates was 21.05 which brings the general percentage of passes at the High School Certificate examination down to 49.03. The percentage of passes at the High School Entrance and Scholarship examination in recognized schools shows a slight rise from 61.1 to 61.8. The percentage of passes amongst private candidates at this examination was 38 (31.8).

32. Manual training.—The number of manual training centres attached to government schools remained stationary (17). Local non-government schools at some places avail themselves of the facilities provided by these centres. Candidates with manual training as an optional subject were sent up for the first time to the High School Certificate examination.

33. Physical education.—All government high schools except three have now been provided with trained physical instructors. In aided and unaided schools, however, the need of more trained physical instructors is still keenly felt. Progress in the new syllabus of physical

training has therefore been slow. A departmental committee is revising the syllabus in the light of experience gained with a view to making it more suitable to local conditions. Facilities for physical recreation and sports are provided, in many institutions, for girls reading in boys' schools. Organized games and sports, both Indian and Western, formed a prominent feature of school-life. The Chhattisgarh Circle Athletic Association tournament was revived during the year after a long period of inactivity. The revival of the old Nerbudda Circle tournament continues to be popular. The Berar Circle tournament was successfully held at Buldana. The Jubbulpore Educational Athletic Association was active as usual. Interest in games has appreciably quickened and there is, in consequence, a demand for more and spacious playgrounds. The standard of organized games was high, particularly in cricket, as evidenced by the inclusion of students from the Nagpur circle in provincial and inter-provincial cricket tournaments.

34. Libraries.—As a rule, most anglo-vernacular schools have libraries. In non-Government schools, in general, libraries require to be considerably replenished, a need depending for its fulfilment on the finances of private bodies. Government schools have fairly well-equipped libraries. A number of them have started separate library funds by levying a fee of two annas per head *plus* a corresponding Government grant as laid down by the rules. Useful books are thus added every year, contributing to the gradual enrichment of the library as well as that of the reading room. The rule requiring the municipal committees to deposit the library fund of their high and anglo-vernacular schools under a separate account in the bank has had successful results and prompt and appropriate use of the fund is thus made possible.

35. Tone and discipline.—School work progressed smoothly during the year and discipline was satisfactory in all schools. School life in general was rendered happy by giving free scope for students to indulge in healthy hobbies. A photographic club has been started in the science laboratory at the government high school, Khandwa, and the Head Master reports that boys "regularly attend the instructional classes and show a keen interest in developing this hobby". Several high schools have "radios" installed on their premises and the staff and students have simultaneous recreation and instruction.

Wood-work, painting, music and gardening formed some of the extra-curricular activities at places where the requisite facilities were available. Co-operative shops, Student's Magazines (manuscript or printed) and Poor Boys Funds are activities which have now taken a firm root in schools in general. A notable feature was the village uplift work carried on by the students of some schools in neighbouring villages. This is in consonance with the signs of the times. At Yeotmal, the Head Master reports that a cottage industry class was held outside school hours in which pupils were taught the processes of soap-making, hair oils, balms and ointments. The necessity of vocational bias in post-primary education seems to be making itself felt.

B.—The High School Education Board

36. Meetings.—The annual meeting of the Board was held in September 1935. The abolition of the age limit in the case of private candidates, as an experimental measure, provision for lectures on sex-hygiene, the approval of an alternative syllabus for rural middle schools and an examination into the possibility of revision of the course of studies for vernacular middle schools on a vocational basis were some of the important decisions taken. The various committees of the Board met as usual. Nineteen high schools were recognized during the year.

37. High School Certificate Examination.—The total number of candidates for the high school certificate examination was 4,571 (including 139 absentees) of whom 2,248 passed. These figures include 1,070 private candidates of whom 254 passed. The percentage of passes (excluding private candidates) was 59.3 (49.3) indicating an appreciable rise. The percentage of passes amongst private candidates (excluding 84 absentees) was 23.7 (17.3).

Amongst high schools which obtained passes amounting to 75 per cent, or more, the following sent up more than 50 candidates :—

Name of school	Number appeared	Percentage of passes.
1. Government Marathi High School, Amraoti	98	79.6
2. Craddock High School, Wardha	58	75.9
3. Government Urdu High School, Amraoti	56	82.1
4. Government High School, Khandwa ...	56	75.0
5. Government High School, Chanda ...	53	79.2
6. Government High School, Hoshangabad . .	52	88.4

In accordance with the recommendations of the Mc Fadyen Committee the group-system of subjects to be offered for the high school certificate examination was introduced for the first time during the year. New subjects entailing practical examinations were also introduced into the curriculum. As thus a number of combinations of optional subjects became possible, the examination continued for seventeen days, as against thirteen days for the previous year.

38. **Income and expenditure.**—The receipts for the year totalled Rs. 72,194, while the expenditure amounted to Rs. 66,978.

C.—Vernacular middle schools

39. **Numbers.**—The following table gives the number of vernacular middle schools for boys in each circle and the number of pupils reading in them during the years 1934-35 and 1935-36 :—

Circle	Number of vernacular middle schools			Number of pupils in vernacular middle schools		
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease
Nagpur ..	64	63	—1	13,891	13,625	—266
Jubbulpore ..	59	64	+5	12,019	13,613	+1,594
Chhattisgarh ..	53	48	—5	13,818	13,171	—647
Berar ..	208	218	+10	36,990	35,987	—1,003
Total ..	384	393	+9	76,718	76,396	—322

While the total number of schools has increased by 9, the total enrolment has declined by 322. This decline occurred mostly in the primary classes of vernacular middle schools, though in the Nagpur and Berar circles, enrolment in vernacular middle classes decreased slightly. The Inspector of Schools, Nagpur circle, attributes this to the difficulties experienced by normal school trained men in finding suitable employment. There is an apparent incongruity in respect of the Berar circle where the increase in the number of schools is attended *pari passu* by a decline in total enrolment. This is accounted for by the growing tendency in Berar to raise primary schools to the status of vernacular middle schools without making sure of a constant supply of adequate learners. The total number of pupils in vernacular middle classes (19,428) compared to the total number of vernacular middle schools gives a ratio of 50 per school. In Berar, the average total enrolment in the three vernacular middle

classes was, however, 38 (hardly 13 in each class,) per school, while the corresponding figure for Nagpur, Jubbulpore and Chhattisgarh circles was 56, 60 and 69 respectively.

40. **Buildings and Equipment.**—Reports from all circles stress the need for extensions and repairs to buildings. Equipment was generally inadequate.

41. **Staff.**—The vernacular middle schools in the Jubbulpore circle are well staffed, the proportion of trained teachers working in vernacular middle classes being 99.1 per cent. Most of the vernacular middle schools in Berar have been provided with third year trained teachers, though matters could be improved still further if the tendency to post teachers trained for vernacular middle school work in primary schools were rigorously checked. The report of the Inspector of Schools, Nagpur circle, corroborates this tendency, defective posting being noted in Wardha, Nagpur and Chanda districts.

42. **Hostels.**—The total number of boarders in hostals attached to vernacular middle schools was 1,710 (1,723). The number decreased in the Berar and Nagpur circles while it increased in the Chhattisgarh and Jubbulpore circles. The fluctuation is accounted for mostly by differing local conditions. These hostels are not generally of a suitable type.

43. **English classes.**—The following table shows the number of vernacular middle schools where English is taught and the number of scholars in English classes in each circle :—

Circle	Number of vernacular middle schools teaching English			Number of pupils learning English		
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease
Nagpur	.. 8	8	..	198	181	—17
Jubbulpore	.. 22	21	—1	622	594	—28
Chhattisgarh	.. 12	12	..	347	358	+11
Berar	.. 84	82	—2	2,052	1,831	—221
Total	.. 126	123	—3	3,219	2,964	—255

The decrease in enrolment in Berar is rather marked. Economic depression, which is more keenly felt in rural areas where these classes are mostly situated, accounts for the decline. The fee for English learners has been reduced recently from Rs. 1-8-0 to Re. 1 in the Akola

district as an experimental measure. Another cause is the poor standard of instruction in English, which is the inevitable result of raw and untrained matriculates being appointed as English teachers. Pupils who can afford it and are keen on English education prefer therefore to join neighbouring anglo-vernacular middle schools wherever available. The absence of security of tenure of English teachers in vernacular middle schools leads to further deterioration.

44. Teaching of Agriculture.—There are eight vernacular middle schools in which agriculture is taught. A special grant for the teaching of agriculture is paid by Government to the district councils concerned.

In the case of Itki, the grant for the year was not paid as the district council had in hand a sufficient balance, the grant for the previous year not having been fully utilized. At Keolari, the introduction of agriculture is in an experimental stage and no grant has yet been sanctioned. The Inspector of Schools, Chhattisgarh, reports that the teaching of agriculture was not very successful at Baloda Bazar, while progress is reported from Katghora, where the district council, Bilaspur, has been showing appreciable keenness in the matter. The Inspector of Schools, Nagpur, reports that more stress is being laid on the practical side, while the Inspector of Schools, Berar, observes that the training given at present is of a very formal character. The district councils of Akola and Buldana have introduced the teaching of agriculture in two and four vernacular middle schools respectively. This is an indication of the growing demand for agricultural instruction in rural vernacular middle schools.

45. Village libraries.—Village public libraries attached to vernacular middle schools for which grants are paid by Government were reported to be generally helpful and popular. Books were also circulated in neighbouring villages thus extending the utility of these libraries. Although the local bodies concerned did not add many books to the stock, it is reassuring to find a few local bodies developing the library-scheme on their own initiative. The Senior Deputy Inspector of Schools, Buldana, reports the opening of two libraries by the district council, Buldana (one Marathi at Matergaon and the other Urdu at Deulghat), in addition to the one at Sakhalī aided by Government.

46. Experimental work.—The prevocational syllabus was further introduced during the year in vernacular middle schools at Takhatpur and Baloda in Bilaspur district, where weaving, carpentry and tailoring classes were added. Weaving classes are conducted by a qualified and certificated teacher and the work turned out was reported to be good, the classes being self-supporting. The mission vernacular middle school at Bistrampur is continuing the prevocational syllabus with success. The Inspector of Schools observes in this connection that the students acquire general knowledge of a number of useful subjects in the beginning and finally choose one subject for which they have an aptitude.

CHAPTER V

PRIMARY EDUCATION FOR BOYS

47. Compulsory Education.—Seven feeder villages from the Bhandara district council area, one from the Akola district council area and the municipal area of Digras were withdrawn from the operation of the Primary Education Act, while the municipal committee, Malkapur, had the provisions of the Act enforced within its jurisdiction during the year under report. Except for these, the position in respect of the areas under compulsion was unchanged. The withdrawal of seven feeder villages from the Bhandara district council area was necessitated by the distance separating them from the schools, while the municipal committee, Digras, persistently failed to frame the requisite byelaws although the scheme for compulsory education was sanctioned as far back as the 1st January 1932. The feeder village from the Akola district council area was withdrawn on account of practical difficulties created by the *nullah* surrounding the village. A few more local bodies are reported to have schemes of compulsory education under preparation. In the Betul municipal area, for instance, the scheme has been sanctioned and is awaiting introduction. On the whole, local bodies have been rather slow in availing themselves of the provisions of the Act which can be enforced in certain areas without any additional financial burden.

The total recurring expenditure incurred by Government amounted to Rs. 1,13,992 (Rs. 1,12,347). Non-recurring furniture grants amounting to Rs. 601 were paid to the municipal committees of Nagpur, Bilaspur and Harda.

The Bhandara district council constructed 13 new buildings for primary schools during the year. The double-shift system is being continued in Nagpur and has been introduced in Yeotmal, in Amraoti town and in some centres in the Betul district for want of accommodation. Inadequately and unsuitability of accommodation was shared by compulsory schools in Berar along with non-compulsory schools.

Fair progress in respect of enrolment and attendance is reported in the case of certain compulsory areas. The district council, Bhandara, continued its sustained efforts to improve the efficiency of the administration of compulsory areas. The machinery is being worked with a marked degree of success in the municipal areas of Bilaspur and Khamgaon. Malkapur, though latest in the field, has started well. Jubbulpore, Khandwa, Saugor and Yeotmal municipal areas show an appreciable improvement. In the rural areas of Berar, however, the working of the scheme was not, on the whole, satisfactory. A dead-lock was reported at Nerpinglai, Shirkhed and Jarud (Amraoti district), and the attendance authority committees refused for a time to function properly. The municipal committee, Amraoti town, spends about Rs. 5,000 a year on attendance officers and peons. The Inspector of Schools, Berar, pertinently remarks—"this would prove to be a terrible waste if enrolment and attendance do not reach the highest level". On the whole, one has to search for the bright spots which warrant a reasonably hopeful outlook.

The defects enumerated in the previous reports still continue to exist. In many cases, the attendance authority committees are rather slow and haphazard in launching prosecutions for fear of incurring unpopularity. The attendance officers are often changed by local boards thus making it impossible for them to take a sustained interest in the application of the provisions of the Act in a particular area. The legitimate scope of the attendance authority committees is sometimes encroached upon by local bodies with the result that the former develop a spirit of indifference. To quote the Inspector of Schools, Berar, "Administration of some local bodies, as far as schools are concerned, generally creates an incoherent and listless atmosphere. There is hardly any stable point from where sustained interest in furtherance of compulsory education could emanate and persevere."

48. Numbers and attendance in primary schools.—
The following table gives comparative statistics for the
years 1934-35 and 1935-36 :—

District	Number of primary schools for boys			Number of pupils in primary schools for boys			Average daily attendance			Percentage of average attendance to enrolment	
	1934-35	1935-36	Increase or decrease	1934-35	1935-36	Increase or decrease	1934- 35	1935- 36	Increase or decrease	1934- 35	1935- 36
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>Nagpur Circle—</i>											
Nagpur ..	236	237	+1	23,715	24,794	+1,079	19,867	20,067	+200	84	81
Chanda ..	154	152	-2	11,677	12,075	+398	9,429	9,060	-369	81	75
Wardha ..	177	155	-22	12,917	10,842	-2,075	9,996	8,531	-1,465	77	79
Chhindwara ..	202	199	-3	13,776	13,135	-641	9,682	9,481	-201	70	72
Betul ..	91	89	-2	5,997	5,977	-20	4,397	4,102	-295	73	69
Total ..	860	832	-28	68,082	66,823	-1,259	53,371	51,241	-2,130	78	77
<i>Jubbulpore Circle—</i>											
Jubbulpore ..	184	185	+1	17,461	17,304	-157	13,360	12,912	-448	76	74
Saugor ..	232	230	-2	13,689	15,535	+1,846	11,720	11,650	-70	74	74
Mandla ..	88	87	-1	4,919	5,108	+189	3,692	3,841	+149	75	75
Hoshangabad ..	259	268	+9	16,488	15,361	-1,127	13,141	12,381	-760	81	80
Nimar ..	145	148	+3	9,899	10,019	+120	8,215	8,133	-82	82	81
Total ..	908	918	+10	64,456	63,327	-1,129	50,128	48,917	-1,211	78	77
<i>Chhattisgarh Circle—</i>											
Raipur ..	333	342	+9	25,723	27,297	+1,574	18,952	20,958	+2,006	74.0	77
Bilaspur ..	236	247	+11	23,262	23,669	+407	18,657	18,705	+48	80	79.0
Drug ..	138	135	-3	11,812	11,759	-53	8,509	7,866	-643	71.0	67
Bhandara ..	149	149	..	17,158	17,107	-51	13,926	14,221	+295	81	83.0
Balaghat ..	133	132	-1	9,842	9,710	-132	6,573	6,921	+348	66	79
Total ..	989	1,005	+16	87,797	89,542	+1,745	66,617	68,671	+2,054	76	77
<i>Berar Circle—</i>											
Amraoti ..	400	394	-6	29,933	28,388	-1,545	23,967	22,494	-1,473	80	79
Akola ..	423	406	-17	27,291	25,078	-2,213	19,859	19,372	-487	73	77
Buldana ..	387	401	+14	23,252	22,129	-1,123	17,945	17,915	-30	77	81
Yeotmal ..	306	314	+8	18,084	18,164	+80	14,164	14,453	+289	78	79
Total ..	1,516	1,515	-1	98,550	93,759	-4,791	75,935	74,234	-1,701	77	79
Grand Total	4,273	4,270	-3	3,18,885	3,13,451	-5,434	2,46,051	2,43,063	-2,988	77	78

The total number of primary schools for boys has decreased by 3. Chhattisgarh and Jubbulpore circles show a combined increase of 26 schools while Nagpur circle records a decrease of 28 schools which is due mainly to the closure of schools by the Wardha district council. The rise in the number of schools in the Buldana, Bilaspur, Raipur, Hoshangabad and Yeotmal districts is particularly noticeable, while in Wardha and Akola districts, the number of schools has decreased by 22 and 17 respectively.

All the circles suffered in respect of enrolment except Chhattisgarh, where Raipur shows a noteworthy increase. The rise recorded by Nagpur district is more than counterbalanced by the serious drop in enrolment in the Wardha district. Hoshangabad in the Jubbulpore circle and all the Berar districts except Yeotmal, where the position is practically steady, show a disquieting fall in numbers. A variety of causes appear to have contributed towards the decline, *e.g.*, the prevalence of epidemics in certain areas which, in many cases, resulted in boys leaving the schools permanently, lack of keenness and effort on the part of teachers to improve enrolment, general apathy particularly in rural areas and economic necessity which makes parents in the rural area prefer the "wage-earning child" irrespective of age, to a "school-going child"; these factors account for the deterioration that has taken place in some districts. It would appear all the more necessary therefore to make the village school as attractive and helpful as possible and it is confidently hoped that the revised primary syllabus will help in this direction. This task must devolve on the teachers, the school committees and ultimately on the local bodies responsible for the administration of vernacular education.

The following table shows the position in regard to wastage and stagnation in each district:—

Districts		Number of boys in class I on 31st March 1933	Number of boys in class IV on 31st March 1936	Primary examination results of 1936		Percentage of columns	
				appeared	passed	5 to 2	3 to 2
(1)		(2)	(3)	(4)	(5)	(6)	(7)
<i>Nagpur Circle—</i>							
Nagpur	..	9,026	5,228	4,493	2,732	30.0	57
Wardha	..	4,377	2,994	1,905	1,094	24.1	68
Chanda	..	5,097	2,411	1,743	995	19.6	47
Betul	..	2,568	1,007	854	501	19.5	39
Chhindwara	..	6,491	3,057	2,265	1,293	19.9	47
Total	..	27,559	14,697	11,260	6,615	24	53
<i>Jubbulpore Circle—</i>							
Jubbulpore	..	6,408	3,520	3,195	2,440	39	55
Saugor	..	3,543	3,162	2,689	1,958	59.3	89
Hoshangabad	..	5,930	3,281	2,867	2,074	34.8	55
Mandla	..	1,562	888	790	610	39	57
Nimar	..	3,640	1,820	1,484	1,162	32.5	50
Total	..	21,083	12,671	11,025	8,244	39.0	60
<i>Chhattisgarh Circle—</i>							
Raipur	..	9,855	5,096	4,086	2,318	24	52
Bilaspur	..	8,104	4,665	3,983	2,633	32	58
Drug	..	3,971	2,226	1,929	1,111	28	56
Bhandara	..	7,660	3,053	2,674	1,577	21	40
Balaghat	..	3,637	1,667	1,389	908	25	46
Total	..	33,227	16,707	14,061	8,547	26	50
<i>Berar Circle—</i>							
Amraoti	..	15,647	5,669	5,163	3,214	21	36
Akola	..	13,793	4,003	4,169	2,388	17	29
Buldana	..	11,604	4,104	4,122	2,433	21	35
Yestmal	..	6,310	3,091	2,866	1,645	26	49
Total	..	47,354	16,867	16,320	9,680	20	36
Grand Total	..	1,29,223	60,942	52,666	33,086	26	47

Of the total number enrolled in class I during 1932-33, only 47 per cent arrived in class IV at the end of four years, and only 26 per cent of the pupils enrolled in class I four years ago, passed the Primary Certificate examination in 1936. The position on the whole is much the same as last year, though Jubbulpore and Chhatisgarh circles have advanced slightly. The need for improvement in the tone of instruction and regularity in attendance by pupils is still keenly felt and this is being impressed on the agencies concerned. Admissions to class I after the prescribed date have been stopped and lower primary schools with no promise of any intrinsic improvement or further development into full-fledged primary schools, are being discouraged. Concerted efforts are essential before appreciable progress in checking these twin evils of wastage and stagnation can be attained and it is earnestly hoped that signs of improvement will soon be discernible.

49. **Distribution of numbers among classes.**—The number of pupils in each primary class in the years 1934-35 and 1935-36 is shown in the table below :—

Classes		Number of pupils in primary classes			Percentage of total number	
		1934-35	1935-36	Increase or decrease	1934-35	1935-36
(1)		(2)	(3)	(4)	(5)	(6)
Class I	..	.. 1,41,186	1,34,190	—6,996	37.4	36.3
Class II	..	.. 94,171	92,981	—1,190	25.0	25.1
Class III	..	.. 78,784	80,185	+1,401	20.9	21.6
Class IV	..	.. 62,908	63,063	+155	16.7	17.0
Total		.. 3,77,049	3,70,419	—6,630	100.0	100.0

The rise in enrolment in the two higher classes indicates a slow but steady improvement in the figures for stagnation.

50. Teaching staff.—The following tables give the number of trained and untrained teachers in district council and municipal primary schools :—

(a) District Council schools.

District	Number of teachers			Percentage of trained teachers
	Trained	Untrained	Total	
(1)	(2)	(3)	(4)	(5)
<i>Nagpur Circle—</i>				
Nagpur ..	291	33	324	89.8
Wardha ..	180	19	199	90.4
Chanda ..	155	148	303	51.1
Betul ..	107	53	160	66.8
Chhindwara ..	346	37	383	90.3
Total ..	1,079	290	1,369	78.8
<i>Jubbulpore Circle—</i>				
Jubbulpore ..	310	51	361	85.8
Saugor ..	418	62	480	87.1
Mandla ..	140	48	188	74.4
Nimar ..	192	21	213	90.1
Hoshangabad ..	439	140	579	75.8
Total ..	1,499	322	1,821	82.3
<i>Chhattisgarh Circle—</i>				
Raipur ..	396	359	755	52.5
Bilaspur ..	457	242	699	65.4
Drug ..	241	87	328	73.5
Bhandara ..	133	297	430	30.9
Balaghat ..	140	144	284	49.3
Total ..	1,367	1,129	2,496	54.8
<i>Berar Circle—</i>				
Amraoti ..	414	222	636	65
Akola ..	292	391	683	43
Buldana ..	281	316	597	47
Yeotmal ..	172	267	439	39
Total ..	1,159	1,196	2,355	49.2
Grand Total ..	5,104	2,937	8,041	63.4

(b) *Municipal schools.*

District		Number of teachers			Percentage of trained teachers	
		Trained	Untrained	Total		
<i>Nagpur Circle—</i>						
Nagpur	..	..	339	49	388	87.3
Wardha	..	..	120	50	170	70.5
Chanda	..	..	57	14	71	80.2
Betul	..	..	26	6	32	81.2
Chhindwara	..	..	52	16	68	76.4
	Total	..	594	135	729	81.4
<i>Jubbulpore Circle—</i>						
Jubbulpore	..	..	155	22	177	87.5
Saugor	..	..	128	15	143	89.5
Hoshangabad	..	..	104	51	155	67.0
Mandla	..	..	12	7	19	63.1
Nimar	..	..	115	50	165	69.6
	Total	..	514	145	659	77.8
<i>Chhattisgarh Circle—</i>						
Raipur	..	..	87	24	111	78.4
Bilaspur	..	..	57	11	68	83.8
Drug	..	..	24	4	28	85.7
Bhandara	..	..	88	12	100	88
Balaghat	..	..	15	5	20	75
	Total	..	271	56	327	82.9
<i>Berar Circle—</i>						
Amraoti	..	..	137	110	247	55
Akola	..	..	81	87	168	48
Buldana	..	..	87	72	159	55
Yeotmal	..	..	86	85	171	50
	Total	..	391	354	745	52
	Grand Total	..	1,770	690	2,460	71.9

Although the general position in this respect has not improved, the percentage of trained teachers in the Berar and Nagpur circles shows a comparative rise, while that in the Chhattisgarh circle has declined. It is obvious that there is still considerable scope for replacement of untrained men by trained teachers. The position is not likely to improve unless local bodies as a whole show a genuine desire to absorb the trained teachers allotted to them annually. In several cases, local bodies were reluctant to oust untrained and inexperienced teachers, and postponed decision in regard to the appointment of trained teachers. It is not an uncommon experience for Inspectors to be approached by trained men with a request for employment. In a few cases, the postings of newly trained teachers by the district council were not welcomed by local boards and the candidates were transferred backwards and forwards, the district council evidently not being very anxious to enforce its orders. It has still to be realized that the tendency to appoint raw and untrained teachers even when trained teachers are available is not in the best interests of education.

51. Pay of teachers.—Scales of pay vary with different local bodies. Very few local bodies pay adequate salaries to their teachers. Effecting a cut in the pay of the teachers has been a ready measure of economy in some places. At times the amount of the cut is out of all proportion to the earnings of the teachers. Payment of salaries was in many places irregular and unpunctual and provident fund contributions were also in arrears. It is significant that, in certain cases, local bodies are still able to contribute appreciable sums towards the upkeep of high schools outside their own areas in spite of the immediate needs of their own primary education schemes. The following observations of the Commissioner, Nagpur Division, hold good generally in respect of teachers in the employ of local bodies. "They are ill-paid and badly treated and with the first hint of financial difficulties, their pay is subjected to heavy cuts or all increments are stopped."

52. Transfers of teachers.—Comparative statistics relating to the transfers of teachers by the district councils in 1934-35 and 1935-36 are given below :—

District.	Number of teachers	Number of trans- fers of teachers made during the year 1935-36	Percentage of transfers in		
			1935-36	1934-35	
<i>Nagpur Circle—</i>					
Nagpur ..	476	129	27.1	33.0	
Wardha ..	370	185	50.0	47.0	
Chanda ..	381	136	36.0	35.0	
Betul ..	160	37	23.1	13.4	
Chhindwara ..	236	50	21.1	18.5	
Seoni ..	245	34	13.8	20.1	
Total ..	1,868	571	30.5	31.4	
<i>Jubbulpore Circle—</i>					
Jubbulpore ..	361	76	21.0	23.5	
Saugor ..	250	50	20.0	30.2	
Damoh ..	230	41	17.8	21.8	
Mandla ..	188	50	26.0	16.9	
Hoshangabad ..	344	96	27.9	16.0	
Narsinghpur ..	235	45	19.1	24.0	
Nimar ..	213	37	17.3	12.6	
Total ..	1,821	395	21.6	20.9	
<i>Chhattisgarh Circle—</i>					
Raipur ..	786	281	36	26	
Bilaspur ..	754	148	19	23	
Drug ..	378	68	18	14	
Bhandara ..	657	141	21	14	
Balaghat ..	335	59	17	12	
Total ..	2,910	697	24	19.6	
<i>Berar Circle—</i>					
Amraoti ..	1,153	401	35	30	
Akola ..	1,034	310	30	35	
Buldana ..	1,034	491	47	50	
Yeotmal ..	586	123	21	35	
Total ..	3,807	1,325	34.8	38.8	
Grand Total ..	10,406	2,988	28.7	29.0	

It will be observed that the maximum limit of 25 per cent set by the department last year has been exceeded by nine district councils, *viz.*, three each in the Berar and Nagpur circles, two in the Jubbulpore circle and one in the Chhattisgarh circle. The Wardha district council records the highest percentage of transfers and exceeds its own record for the previous year. The Buldana district council has effected a reduction in percentage from 50 to 47. From 26 per cent to 36 per cent is an appreciable increase for the district council, Raipur, which is the only body to exceed the maximum in the Chhattisgarh circle. The position on the whole has not perceptibly improved, though certain district councils have evidently made attempts to keep within the prescribed limits. It has now been ruled by Government that a local body exceeding the maximum limit of 25 per cent is liable to a cut in the vernacular education grant. Action on these lines has already been taken against one defaulting district council. Extraneous considerations still continue to weigh with local bodies in the matter of transfers. The Inspector of Schools, Berar, refers to the "senseless transfers, the same teacher being made to circle round like the loose end of a compass, and brought back to his original school within two weeks". The education of the children must suffer in these circumstances.

53. Examination results.—Comparative percentages of passes at the primary certificate examination for each circle are given below :—

Circle.	Number of candidates in 1936	Number passed	Percentage of passes	
			1936	1935
Nagpur	.. 11,281	6,613	58.6	59.0
Jubbulpore	.. 11,025	8,244	74.7	74.9
Chhattisgarh	.. 14,848	9,033	60	58.5
Berar	.. 16,391	9,737	59	60
Total	.. 53,545	33,627	62.8	62.5

The total number of candidates who appeared increased by 577 to 53,545 while the number of passes rose by 530 to 33,627. The percentages of passes for some districts show a slight variation as compared with

the corresponding figures for the previous year. The percentage of passes for the Balaghat district however has leapt up from 36 to 65.7 for the year under report !

54. **Buildings.**—The following table shows the position in regard to primary school buildings under district councils and municipal committees :—

District	Total number of primary schools.		Number of schools possessing their own buildings		Number of schools held in rented buildings		Number of schools without their own buildings.		Number of schools requiring extensions		Number of schools for which buildings are under construction		Number of schools supplied with buildings during the year	
	District Council	Municipal Council	District Council	Municipal Council	District Council	Municipal Council	District Council	Municipal Council	District Council	Municipal Council	District Council	Municipal Council	District Council	Municipal Council
<i>Nagpur Circle—</i>														
Nagpur ..	125	81	105	36	14	41	20	45	24	3	..	..	..	..
Wardha ..	121	33	106	31	15	2	15	2	5	7	..	..	..	..
Chanda ..	132	14	127	13	5	1	5	1	10	..	..	..	..	..
Betul ..	76	6	68	6	8	..	8	..	9	1	..	..	..	..
Chhindwara ..	182	10	156	9	26	1	26	1	2	2	..	..	..	..
Total ..	636	144	562	95	68	45	74	49	50	13	..	..	..	..
<i>Jubbulpore Circle—</i>														
Jubbulpore ..	140	32	118	24	7	8	22	8	10	6	..	..	..	..
Saugor ..	199	23	173	18	9	5	2	5	6	2	..	..	..	..
Mandla ..	80	4	79	4	..	..	3	..	3	..	..	..	1	..
Nimar ..	108	32	93	22	15	10	15	10	11	5	..	..	..	..
Hoshangabad ..	231	32	201	27	..	..	4	6	14	5	30	5	..	..
Total ..	758	123	664	95	31	23	70	29	44	18	30	5	1	..
<i>Chhattisgarh Circle—</i>														
Raipur ..	285	20	276	16	9	4	26	4	29	..	3	..	1	..
Bilaspur ..	204	13	190	10	4	3	13	3	28	..	..	..	1	..
Drug ..	123	5	120	3	..	2	2	2	13	..	..	..	2	..
Bhandara ..	129	18	119	15	10	3	13	2	28	6	10	..	13	2
Balaghat ..	124	4	121	4	3	..	8	..	12	..	..	..	..	..
Total ..	865	60	826	48	26	12	62	11	110	6	13	..	17	2
<i>Berar Circle—</i>														
Amraoti ..	286	44	223	24	63	20	63	20	11	5	3	..	3	..
Akola ..	319	29	247	22	72	7	72	7	17	8	1	..	8	..
Buldana ..	348	26	140	22	208	4	208	4	20	7	5	..	..	..
Yeotmal ..	271	30	151	24	120	6	120	6	18	10	..	..	..	..
Total ..	1,224	129	761	92	463	37	463	37	66	30	9	..	11	..
Grand Total	3,483	456	2,813	330	588	117	669	126	270	67	52	5	29	2

Thirty-one new buildings were constructed during the year, twenty-nine for district council schools and two for municipal schools, and fifty-seven buildings are under construction. Of the latter, fifty-two are district Council schools and five municipal schools.

55. Physical education.—The new syllabus has been introduced in most schools in the Jubbulpore circle. Two short training courses for the benefit of local primary teachers were successfully conducted by physical instructors attached to the Government high schools at Saugor and Damoh. A training class at Mahasamund was held during the year and fifty district council teachers were trained in the new syllabus which has been already enforced in all schools in the Chhattisgarh circle. The Buldana district council held a special training class in physical instruction and the Senior Deputy Inspector reports that these trained teachers have been doing useful work.

56. Administration.—The standard of administration varies with different local bodies. Relations between the Inspectorate and local bodies were reported to have been cordial on the whole. In many instances the advice of Deputy Inspectors was either not invited or not heeded. In some cases the chairmen happily used their personal influence in smoothing over matters of administration. Where conflict arose between a district council and local boards, administration suffered owing to delay in decision and execution. A listless and incoherent atmosphere generally surrounds the educational administration of local bodies and the Inspectorate in its advisory capacity has to harp on the same thing again and again with no prospect of things ever being set right. An instance has been cited by the Inspector of Schools, Berar, who reports—

“The Assistant Inspector of Schools, Berar, in his inspection note, dated the 26th September 1935, on schools at Morsi (district Amraoti) wrote ‘One good-sized room in the school building (school No. 2) was occupied by a carpenter with some furniture and tools. . . It is difficult to comprehend why this room, which forms

part of the school building, is being used for other purposes when it is obviously essential for the school. I found two classes huddled up in another room ! I would request the authorities to shift the carpenter from the place and give it over to the school. Without this room, accommodation is manifestly inadequate.' A copy of this inspection note was sent to the district council, Amraoti, with a request that action taken may kindly be reported. Numerous reminders from this office followed. The district council replied on the 6th February 1936 that they were yet awaiting a report from the local board, Morsi. A further communication from district council, Amraoti, dated the 23rd March 1936, brought only a copy of their letter to the chairman, local board, Morsi, requesting him to pay his 'personal attention' to the matter. The net result was that no action was taken and pupils of two classes were huddled up in one room—the other class-room being left for the carpenter and his tools ! I would have been glad to learn from the local body the reasons, if any, of their inability to spare that room for pupils. But they obviously did not deem it necessary to reply to the point, the district council pointing to the local board and the local board sleeping over the matter with characteristic nonchalance." Such an attitude on the part of a local body is deplorable.

CHAPTER VI

EDUCATION OF GIRLS

57. **Institutions.**—The number of recognized institutions for girls (excluding European schools) has increased by 16 (13), and the number of unrecognized institutions has decreased by 12. This is mainly accounted for by the taking over of unrecognized indigenous primary schools by local bodies, both in rural and in urban areas. The total number of institutions for girls during the year under report was, therefore, 584 (580). The Central College for Women, Nagpur, now affiliated to the Nagpur University, embodies a unique effort in the cause of higher education of girls in the Central Provinces and

Berar. The table below gives detailed statistics in respect of educational institutions for girls :—

MAIST.

Institutions	Government		District Council		Municipal Committee	
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>Recognized institutions—</i>						
Arts Colleges ..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..
High Schools ..	1	2	..	..	..	..
Anglo-Vernacular Middle Schools ..	5	5	..	..	1	1
Vernacular Middle Schools ..	24	28	..	..	..	1
Primary Schools ..	250	246	50	57	57	62
Normal Schools ..	2	2	..	..	..	..
Special Schools ..	2	1	..	..	..	..
Total ..	284	284	50	57	58	64
<i>Unrecognized institutions</i> ...	..	..	29	20	12	10
Grand Total ..	284	284	79	77	70	74

Institutions	Aided		Unaided		Total		Increases or decrease
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	
(1)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<i>Recognized institutions—</i>							
Arts Colleges ..	..	..	..	1	..	1	+1
Professional Colleges.	..	..	1	1	1	1	..
High Schools ..	4	4	1	1	6	7	+1
Anglo-Vernacular Middle Schools	10	12	2	3	18	21	+3
Vernacular Middle Schools.	11	9	..	1	35	39	+4
Primary Schools	65	76	29	18	451	459	+8
Normal Schools	4	3	2	3	8	8	..
Special Schools	4	4	..	..	6	5	-1
Total ..	98	108	35	28	525	541	+16
<i>Unrecognized institutions</i>	..	1	14	12	55	43	-12
Grand Total ..	98	109	49	40	580	584	+4

58. Numbers.—The total number of girls enrolled in all kinds of institutions, during the year under report, was 78,820 (77,342). Of these, as many as 32,810 (41.6 per cent) were reading in institutions for boys. A very considerable proportion of this percentage is accounted

for by the number of girls reading in primary and vernacular middle stages. The following tables give detailed statistics in respect of enrolment of pupils in institutions for females :—

Institutions	Government		District council		Municipal committee	
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>Pupils in recognized Institutions—</i>						
Arts and Science Colleges	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..
High Schools ..	75	129	..	..	..	..
Anglo-Vernacular Middle Schools.	544	578	..	..	18	29
Vernacular Middle Schools.	3,269	4,077	..	..	..	109
Primary Schools ..	20,986	19,205	2,420	2,662	5,548	6,128
Normal Schools ..	191	216	..	..	..	..
Other Special Schools ..	33	25	..	..	..	..
Total ..	25,098	24,230	2,420	2,662	5,566	6,266
<i>Pupils in unrecognized institutions.</i>	..	..	987	675	860	542
Grand Total ..	25,098	24,230	3,407	3,337	6,426	6,808

Institutions	Aided		Unaided		Total		Increase or decrease
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	
(1)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<i>Pupils in recognized Institutions—</i>							
Arts and Science Colleges.	..	..	..	22	..	22	+22
Professional Colleges.	..	..	17	17	17	17	..
High Schools ..	230	240	65	69	370	438	+68
Anglo-Vernacular Middle Schools.	976	1,130	198	280	1,736	2,017	+281
Vernacular Middle Schools.	1,022	964	..	46	4,291	5,196	+905
Primary Schools	4,802	6,760	1,612	1,013	35,368	35,768	+400
Normal Schools	97	84	82	106	370	406	+36
Other Special Schools.	431	422	..	..	464	447	-17
Total ..	7,558	9,600	1,974	1,553	42,616	44,311	+1,695
<i>Pupils in unrecognized institutions.</i>	..	22	1,208	847	3,055	2,086	-969
Grand Total ..	7,558	9,622	3,182	2,400	45,671	46,397	+726

59. Collegiate education.—The number of women students in colleges increased by 34 to 113. This includes the enrolment of 22 in the Central College for Women, Nagpur. The enrolment of women students in colleges for men shows an increase of 12.

60. Anglo-vernacular schools.—The number of anglo-vernacular schools increased by 4 to 28, the raising of the Government anglo-vernacular middle school for girls at Akola to the high school status being noteworthy. Enrolment in high schools for girls rose by 68 to 438 and that in anglo-vernacular middle schools by 281 to 2,017.

The opening of English-medium sections in the Government Girls' High School, Amraoti, provided facilities for high school education for Muslim girls. The Inspectress of Schools, Nagpur circle, observes that this venture has proved very satisfactory. Eight Muslim girls were admitted to the class.

The Inspectress of Schools, Jubbulpore circle, reports that in the Burgess Memorial Girls' High School, the Principal has introduced a modified course of dairy work and care of trees and animals including poultry. A number of senior pupils take a definite part in village uplift work. A few pupils from this high school also receive training in typing.

Accommodation was sufficient except in the three high schools in the Jubbulpore circle. The number of girls seeking admission to boys' schools is on the ascendant. There is a demand for anglo-vernacular schools for girls at Khamgaon, Khandwa, Burhanpur and Saugor.

61. Hostels.—In the hostel attached to the Central College for Women, Nagpur, the number of resident students during the year was 12. It is encouraging to learn that hostel life in its various aspects is shared by the staff along with the students. As a good proportion of students are residents, the college has a residential atmosphere about it. In addition to the hostels attached to the Government high school and the two normal schools, mission institutions in Jubbulpore circle have well-run and efficiently managed hostels.

62. Vernacular schools.—The following table gives the number of primary and vernacular middle schools for girls in each district, with their enrolment and average attendance in the years 1934-35 and 1935-36:—

Districts	1934-35				1935-36			
	Number of vernacular schools	Enrolment on the 31st March 1935	Average daily attendance	Percentage of attendance	Number of vernacular schools	Enrolment on the 31st March 1936	Average daily attendance	Percentage of attendance
<i>Nagpur Circle—</i>								
Nagpur ..	50	3,960	3,080	77.8	54	5,709	4,795	80.4
Wardha ..	20	1,779	1,394	78.4	20	1,571	1,298	82.6
Chanda ..	9	825	691	83.8	9	762	686	90.03
Bhandara ..	7	774	566	73.1	7	738	601	81.4
Amraoti ..	64	5,045	3,913	77.6	70	4,992	4,248	85.1
Akola ..	41	3,923	2,947	75.1	41	3,675	2,907	79.4
Buldana ..	36	2,912	2,317	79.6	39	3,074	2,456	79.9
Yeotmal ..	21	1,763	1,333	75.6	22	1,625	1,393	85.7
Total ..	248	20,981	16,241	77.4	262	22,146	18,348	83.1
<i>Jubbulpore Circle—</i>								
Jubbulpore	38	3,408	2,523	74.0	38	3,754	2,761	73.5
Saugor ..	39	3,176	2,378	74.9	39	3,153	2,424	76.9
Mandla ..	12	638	500	78.4	12	697	561	80.5
Hoshangabad	30	2,413	1,885	78.2	30	2,370	1,858	78.4
Betul ..	13	770	590	76.6	13	771	614	79.6
Nimar ..	18	1,590	1,205	75.8	18	1,545	1,221	79.03
Chhindwara	25	1,734	1,344	77.5	26	1,737	1,353	77.9
Balaghat ..	4	411	337	81.0	4	405	360	88.9
Raipur ..	26	2,056	1,569	76.3	25	1,038	1,481	72.7
Bilaspur ..	20	1,585	1,274	80.4	18	1,537	1,218	79.2
Drug ..	13	897	582	64.9	13	811	544	67.8
Total ..	238	18,678	14,187	75.9	236	18,818	14,395	76.5
Grand Total.	486	39,659	30,428	76.7	498	40,964	32,779	80.02

The total enrolment increased by 1,305, the rise being conspicuous in Nagpur district. Fifteen new schools were opened, *viz.*, ten in Berar, four in Nagpur, and one in Chhindwara. One school in Raipur and two in Bilaspur were closed down. It is gratifying to note the distinct improvement in average attendance, which has risen from 76.7 per cent to 80.02 per cent.

63. Vernacular middle schools.—The number of vernacular middle schools increased by 4 to 39 and the number of pupils in these schools has also risen by 905 to 5,196. The pendulum has evidently swung back and the comparatively better figures of the year 1933-34 have been reached again.

Accommodation is reported to be insufficient in the Government vernacular middle schools in the Jubbulpore circle.

Amongst aided vernacular middle schools, the Methodist Episcopal mission school at Khandwa has optional English classes and the Swedish mission school at Chhindwara, in addition to optional English classes, has more advanced domestic science work with special emphasis on health activities.

Enrolment in the vernacular middle schools with English classes at Khamgaon and Wardha is declining. Girls prefer to be enrolled in anglo-vernacular schools for boys at these places in order to ensure continuity of their studies right up to the final stage. Enrolment in vernacular middle schools thus seems to be limited to those who have decided to terminate their school career at the end of the middle school stage. "A different tale", observes the Inspectress of Schools, Nagpur circle, "is told as soon as a vernacular middle school is raised to anglo-vernacular status as witness the immediately increasing enrolment in the girls' schools at Akola and Yeotmal." The inference is indirectly supported by the Deputy Commissioner, Buldana, who stresses the need of an anglo-vernacular school for Khamgaon, the third biggest town in Berar.

64. Primary schools.—The number of primary schools for girls increased by eight and the enrolment in them by 400. The marked tendency to enrol *at random*

in class I has been severely checked by the new rule prescribing a time-limit for admission to this class. This is the main reason why the increase is so slight. What would appear to be a loss here is in reality a substantial gain as is evidenced by the higher percentage of attendance obtained during the year under report.

65. Distribution of pupils in classes.—The total number of girls in the primary stage in recognized institutions for girls and boys was 70,232 (68,211). Almost half of this number is enrolled in class I as is seen from the table below. The other half is shared by the other three classes :—

Classes		1934-35	1935-36	Increase or decrease
Class I	..	36,235	35,230	—1,005
Class II	..	14,611	16,353	+1,742
Class III	..	10,315	10,936	+621
Class IV	..	7,050	7,713	+663
Total		68,211	70,232	+2,021

Numbers have risen appreciably in all the classes except class I. The apparent fall of 1,005 in the numbers in class I is due to the new rule stopping admissions after the prescribed date. The incidence of avoidable stagnation is thus reduced. Abolition of the preparatory class is calculated to reduce this incidence still further by keeping out children too young to attend. The ratio in respect of enrolment in class I to that in class IV is very nearly 9 to 2, which is a slight advance over last year's position.

66. Examination results.—The percentage of passes in the High School Certificate examination has gone up by 10.83 to 55.8, while that in the High School Entrance and Scholarship examination has declined by 5.07 to 57.7. The percentage in the Primary Certificate examination records a slight rise of 1.23. The increase in the number of girls appearing at the Primary and High School Certificate examinations is noticeable.

67. **Teaching staff.**—The following table shows the number and percentage of trained men and women teachers in schools for girls :—

Circle		Women teachers			Percent- age of trained teachers
		Trained	Untrained	Total	
(1)		(2)	(3)	(4)	(5)
Nagpur	..	280	67	347	80.7
Jubbulpore	..	344	91	435	79.08
Total	..	624	158	782	79.8

Circle		Men teachers			Percent- age of trained teachers	Total number of teachers (men and women)
		Trained	Untrained	Total		
(1)		(6)	(7)	(8)	(9)	(10)
Nagpur	..	30	75	105	28.6	452
Jubbulpore	..	9	7	16	56.2	451
Total	..	39	82	121	32.2	903

The need for trained undergraduate and graduate teachers continues to be felt keenly. In vernacular schools, the replacement of untrained by trained teachers and of men by women is being gradually effected. A special one year's practical class was opened in the Government Normal School, Jubbulpore, for training teachers from the Chhattisgarh circle. The Inspectress is satisfied that the results obtained justified the opening of this class. The Urdu section in the Government Normal School, Jubbulpore, has its own problems. It is very difficult, observes the Inspectress, to persuade Muhammadan women to go to villages other than their birthplaces. The result is that trained teachers, few as they are, are concentrated at particular places to the entire exclusion of other areas.

Out of 105 teachers employed in the girls' Urdu schools in the Nagpur circle, 85 were untrained including 61 men. The Inspectress, Nagpur circle, stresses the need for the establishment of an Urdu normal school for women. Prospects of service under local bodies, barring a few exceptions, are not considered as inviting by trained mistresses. They feel that their future is insecure, their prospects are subject to local influences and that there is no protection.

68. Training of teachers.—The number in normal schools rose during the year by 36 to 406. Out of 134 candidates who appeared for the Women Teachers' Certificate examination, 93 passed. The number of institutions remained unchanged, the loss due to the closing of the Burgess Memorial Normal School, Bilaspur, being counterbalanced by the opening of a Hindi normal school by the Providence Mission at Nagpur. Government maintains two normal schools, one in each circle, the rest being managed and controlled by Christian missions and private societies.

In the Government Normal School for Women, Amraoti, the number of applicants for admission during the year was ten times the number of available vacancies. Accommodation was insufficient in the Jubbulpore normal school.

The Howbagh training college, run by the Methodist Episcopal Mission, Jubbulpore, continues to do excellent work. The institution is a residential one with a limited enrolment of 17.

69. Special schools.—Consequent on the closing of Central Jail school for women, Jubbulpore, the number of special schools has been reduced to 5. A very thorough course in domestic science including infant welfare and home nursing, poultry-keeping, gardening and field-work, constitutes the main feature of the working of the vocational school at Pendra Road. The making of brooms, bags and baskets and other handicrafts have also been added. This marks a definite advance in village uplift work. The aided industrial girls' school and the Seva Sadan girls' school at Nagpur teach hygiene, cooking, laundry, sewing and music.

70. Physical education.—A very good attempt to carry out Danielson's course, reports the Inspectress, is being made in anglo-vernacular and normal schools in the Jubbulpore circle. In schools of similar status in the Nagpur circle, games play an integral part in school life, though physical exercises have to be restricted in many schools for want of a play-ground. In most primary schools in the Jubbulpore circle, drill is carried out regularly though not as satisfactorily as could be wished. The need for a trained drill instructress is stressed in the Jubbulpore circle. For most of the primary schools in Nagpur circle, a strip of ground or a verandah constitutes the play-ground or rather an apology for it. Consequently, observes the Inspectress, "physical education

is scarcely developed at all". Games and physical activities are glaringly conspicuous by their absence in Urdu girls' schools in the Nagpur circle and the Inspectress thinks that this is inevitable as long as the schools are not staffed by women.

71. Girl Guides.—"Throughout the province", reads the report of the Association, "the numbers are steadily increasing. We have now 6 Ranger Companies, 1 Cadet Ranger Company, 50 Guide Companies and 40 Blue-bird Flocks. But much more important than the numbers is the keenness shown everywhere and the desire to start Guiding in places where it has never been popular before or where having once flourished it has been allowed to die down from one cause or another." The movement is making headway in several districts, Sohagpur having to its credit the most satisfactory guiding in the Central Provinces. It is reassuring to learn that the possibilities of extending Guiding all over Berar are now being explored. Ranger Companies inaugurated last year have proved useful in that they do advanced work in First Aid and all the domestic sciences so that they can learn to help with village uplift. The movement is evidently being developed on the right lines. The Association has undertaken the translation and publication of a Hindi edition of "Girl Guiding in India" thus filling a serious want both in this province and throughout India. It is proposed to issue more Guide Literature in Hindi and Marathi. The Provincial Commissioner has invited the Headquarters Executive Council to hold their next meeting in Nagpur and the Provincial Secretary hopes to compile a calendar of Guide happenings and activities for the whole province. These facts point unmistakably to the enthusiasm and confidence that mark the progress of the movement in this province.

72. School Committees.—Ladies' committees have been formed in many girls' schools in the Nagpur circle and it is pleasing to note that members have now begun to realize their responsibilities. Rural communities are also keen on progress and development. The committees of Urdu girls' schools, composed chiefly of men, are not so favourably reported upon. Ladies committees do not seem to have taken a firm root in the Jubbulpore circle. "It is difficult", remarks the Inspectress, "to say where these exist for, in some cases, almost as soon as they are appointed, they cease to function".

73. **Tone and discipline.**—While discipline on the whole has been well maintained, the Inspectress of Schools, Jubbulpore circle, fears that all is not well with the staff and their present standard of work. "A steady deterioration of work and morale is taking place. The teacher of today, speaking generally, does not seem to have any desire to pass on any of the knowledge, ideas or ideals with which she has been presented during her period of training." Analysing the causes of this deterioration, the Inspectress thinks that one reason may be that religion no longer appears to be a living factor in the lives of these teachers as it has been in past years, while another cause may be the rather too rapid emancipation of women. "This attempted analysis of the situation", she concludes, "is put forward in the hope that some solution may be offered by others who are facing similar problems and is not meant as an unsympathetic criticism". These observations should provide food for thought.

CHAPTER VII

EDUCATION OF MUHAMMADANS

74. **Numbers.**—The following table gives the number of Muhammadan pupils in the various stages of instruction :—

	Number of Muhammadan pupils under instruction						Increase or decrease		
	1934-35			1935-36			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total			
<i>Recognized institutions—</i>									
Arts and Science colleges.	165	..	165	177	1	178	+12	+1	+13
Professional colleges.	47	..	47	61	..	61	+14	..	+14
High schools ..	1,002	2	1,004	1,046	13	1,059	+44	+11	+55
Anglo-vernacular middle schools.	3,403	72	3,475	3,681	101	3,782	+278	+29	+307
Vernacular middle schools.	1,218	40	1,258	1,302	56	1,358	+84	+16	+100
Primary schools ..	34,847	9,967	44,814	34,092	9,871	43,963	-755	-96	-851
Normal schools ..	103	14	117	106	20	126	+3	+6	+9
Other special schools.	173	59	232	175	63	238	+2	+4	+6
Total ..	40,958	10,154	51,112	40,640	10,125	50,765	-318	-29	-347
<i>Unrecognized institutions.</i>	1,371	687	2,058	1,701	777	2,478	+330	+90	+420
Grand Total ..	42,329	10,841	53,170	42,341	10,902	53,243	+12	+61	+73

These figures indicate a decline in enrolment in recognized institutions at the primary stage, which occurs most markedly in Berar where the number of schools and scholars of this community is the largest. This decline is shared by scholars from other communities as well. Increase in enrolment is, however, indicated at all other stages and is particularly marked in the anglo-vernacular middle stage. The rise in the number of girls at this stage is a welcome indication of the liberalizing influence on the social traditions of the Muslim community. The remarkable advance in the education of Muslim girls does credit to the community, particularly in view of the peculiar social difficulties the leaders have to overcome.

75. Percentage of pupils to the total number under instruction.—The following table gives the percentage of Muhammadan pupils to the total number of pupils under instruction in recognized institutions :—

Stages of instruction	Number of Muhammadan pupils		Total number of pupils under instruction		Percentage	
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
Colleges	.. 212	239	3,058	3,314	6.9	7.2
Secondary schools	.. 5,737	6,199	60,692	63,639	9.5	9.7
Primary schools	.. 44,814	43,963	417,956	412,754	10.7	10.7
Special schools	.. 349	364	3,826	4,111	9.1	8.9
Total	.. 51,112	50,765	485,532	483,818	10.5	10.5

While a small increase is indicated in the percentage of Muhammadan pupils enrolled in colleges, the position at other stages is almost steady. The decline in their number in primary schools, it may be noted, has not brought down the percentage for this community as this decline is a common feature of enrolment in general in

primary schools. The percentage of the total number of Muhammadan pupils in all stages of instruction to the total Muhammadan population of the province was 7.8.

76. Collegiate education.—The number of Muhammadan pupils in the various colleges has risen by 27 to 239. Arts and Science colleges claimed as many as 178, including one girl student. The numbers in the Law College, Agricultural College and Spence Training College were 35, 8 and 18, respectively.

77. Anglo-vernacular education.—The number of pupils enrolled in anglo-vernacular schools increased by 362, 55 in high schools and 307 in anglo-vernacular middle schools. The number of Muhammadan girls in high schools has risen from 2 to 11 and that in Anglo-vernacular middle schools from 71 to 101. It is gratifying to note this all-round increase which compares very favourably with last year's position and points towards further progress especially in respect of the secondary education of Muhammadan girls. The Government Anglo-Urdu Girls' School at Amraoti is making satisfactory progress and it is encouraging to note that a motor bus has been made available thanks to public philanthropy, for taking pupils to and from the school.

The Government Urdu High School, Amraoti, again secured good results in the High School Certificate examination and headed the list in the Berar circle. The Robertson Anjuman High School, Jubbulpore, and the Hakimia and Quaderia High Schools at Burhanpur were well conducted and showed good results. The Anjuman High School, Nagpur, showed improved results. The affairs of the Anjuman High School, Khamgaon, were unsatisfactory and it is creditable to the community that they supported the institution at a critical time with a commendable display of keenness and enthusiasm. It is hoped that the management will not relax their efforts to place this institution on a sound financial and administrative basis.

General scholarships have been won by Muhammadan students *in open competition* in the High School Entrance and Scholarship examination and the Inspector of Schools, Berar, is optimistic that "the community will not lag behind advanced sister communities and in due course will come up to the level".

78. Vernacular Education.—The following table shows the distribution of pupils in primary classes :—

Classes	1934-35			1935-36			Increase or decrease
	Boys	Girls	Total	Boys	Girls	Total	
Class I ..	14,043	6,372	20,415	13,235	6,025	19,260	— 1,155
Class II ..	8,488	1,916	10,404	8,216	2,114	10,330	— 74
Class III ..	6,917	1,057	7,974	7,166	1,004	8,170	+196
Class IV ..	5,399	622	6,021	5,475	728	6,203	+182
Total ..	34,847	9,967	44,814	34,092	9,871	43,963	— 851

Though enrolment has fallen in the two lower classes, the number of girls in class II shows a rise and there is an increase in the general enrolment in the two higher classes. The proportion of the total enrolment in class I to that in class IV compares favourably with that of the previous year. The disparity between the number of girls in the first and fourth class continues to be wider than in the case of boys.

CHAPTER VIII

EDUCATION OF THE BACKWARD CLASSES

79. Numbers.—The total number of pupils of the depressed classes in the various stages of instruction decreased from 55,112 to 55,005. This slight drop is accounted for by the fall in enrolment at the primary stage, a feature common to enrolment in general in the primary schools. It is significant, however, to note the increase in the number at the middle, high and collegiate stages. The number of girls in the primary schools shows a welcome rise by 385. The total number of girls in recognized institutions has increased by 436 to 3,983, an increase being indicated at each stage. Four girls have been enrolled in high schools as against none for the previous year. The decline in the number of boys in the two lower primary classes is due partly to the new rule prescribing a time-limit for fresh admission in class I and partly to the poverty of these classes which makes them regard the boys as little wage-earners. It is pleasing to note that the disparity between numbers in class I and those in class IV is smaller than in the previous year. The comparative increase in numbers in classes III and IV, despite the fall in the two lower classes, is a definite indication that stagnation is being

checked gradually and that the quality is undergoing a perceptible improvement. The table below gives the distribution of pupils in recognized institutions :—

Stages	1934-35			1935-36			Increase or decrease		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Recognized Institutions									
<i>Primary</i>									
Class I ..	19,339	1,957	21,296	17,744	1,964	19,708	-1,595	+7	-1,588
Class II ..	12,142	770	12,912	12,098	857	12,955	-44	+87	+43
Class III ..	9,198	439	9,637	9,545	652	10,197	-347	+213	+560
Class IV ..	5,844	272	6,116	6,412	350	6,762	+568	+78	+646
Total ..	46,523	3,438	49,961	45,799	3,823	49,622	-724	+385	-339
<i>Middle</i>									
Class V ..	1,052	43	1,095	1,111	65	1,176	+59	+22	+81
Class VI ..	670	19	689	729	37	766	+59	+18	+77
Class VII ..	498	5	503	527	12	539	+29	+7	+36
Class VIII ..	229	5	234	225	4	229	-4	-1	-5
Total ..	2,449	72	2,521	2,592	118	2,710	+143	+46	+189
<i>High</i>									
Class IX ..	139	..	139	123	4	127	-16	+4	-12
Class X ..	109	..	109	124	..	124	+15	..	+15
Class XI ..	60	..	60	101	..	101	+41	..	+41
Total ..	308	..	308	348	4	352	+40	+4	+44
Grand total ..	49,280	3,510	52,790	48,739	3,945	52,684	-541	+435	-106
<i>Colleges</i>									
Arts and Science Colleges ..	48	..	48	49	..	49	+1	..	+1
Law Colleges ..	1	..	1	6	..	6	+5	..	+5
Training Colleges ..	..	..	..	..	..	..	..	..	..
Agricultural College ..	1	..	1	1	..	1	..	..	..
Total ..	50	..	50	56	..	56	+6	..	+6
Normal Schools ..	29	22	51	38	28	66	+9	+6	+15
Other Special Schools ..	289	15	304	262	10	272	-27	-5	-32
Total ..	318	37	355	300	38	338	-18	+1	-17
Grand total ..	49,648	3,547	53,195	49,095	3,983	53,078	-553	+436	-117
Unrecognized institutions.—									
Unrecognized institutions ..	1,742	175	1,917	1,823	104	1,927	+81	-71	+10
Grand total of all institutions ..	51,390	3,722	55,112	5,918	4,087	55,005	-472	+365	-107

The following table gives comparative statistics of pupils belonging to criminal and aboriginal tribes reading at the various stages of instruction for the years 1935 and 1936 :—

Stages	1934-35			1935-36			Increase or decrease		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<i>Primary</i>									
Class I ..	9,273	753	10,026	9,590	995	10,585	+317	+242	+559
Class II ..	5,767	307	6,074	6,266	410	6,676	+499	+103	+602
Class III ..	4,300	189	4,489	4,868	290	5,158	+568	+101	+669
Class IV ..	2,868	137	3,005	3,298	164	3,462	+430	+27	+457
Total ..	22,208	1,386	23,594	24,022	1,859	25,881	+1,814	+473	+2,287
<i>Middle</i>									
Class V ..	231	20	251	330	38	368	+99	+18	+117
Class VI ..	197	12	209	185	39	224	-12	+27	+15
Class VII ..	129	4	133	190	13	203	+61	+9	+70
Class VIII ..	35	2	37	36	6	42	+1	+4	+5
Total ..	592	38	630	741	96	837	+149	+58	+207
<i>High</i>									
Class IX ..	8	..	8	14	4	18	+6	+4	+10
Class X ..	5	..	5	13	1	14	+8	+1	+9
Class XI ..	4	..	4	12	..	12	+8	..	+8
Total ..	17	..	17	39	5	44	+22	+5	+27
Grand total ..	22,817	1,424	24,241	24,802	1,960	26,762	+1,985	+536	+2,521

It is gratifying to note the general increase in numbers. The increase at the primary stage is a distinct advance. The number of girls has been steadily going up at every stage, five girls having reached the high school stage as against none for the previous year. The substantial increase at the primary stage shows a growing realization amongst these people that education conduces to the good of their community.

80. Separate schools.—The number of schools specially meant for boys of the depressed classes was steady in the Nagpur circle (20) while the number of schools for girls from these classes was reduced from 5 to 4. The Inspector of Schools, Chhattisgarh circle, is of opinion that the school at Baloda Bazar has no justification for its separate existence. In Berar circle, the number of special schools was unchanged (10). These have been opened in Harijan localities and as such naturally attract a large number of Harijan pupils. Caste Hindu pupils are also enrolled in these schools. Usually, Harijan

teachers are placed in charge with the deliberate purpose of effecting an improvement in Harijan enrolment. These schools indicate special efforts made by local bodies and private organizations in the furtherance of Harijan education and have nothing undesirably exclusive and separatist about them. The apparent special connotation of these schools will disappear automatically in due course. Harijan pupils are reported to be treated on a par with caste Hindus and no social barriers exist in school life.

The school at Aurai in the Balaghat district has become very popular amongst criminal tribes and aboriginals "on account of the introduction of utility hand-work", *e.g.*, basket, mat and rope-making. Out of 42 pupils on the roll, 38 belong to the forest tribes. The school at Basali in the Buldana district is mainly intended for the aboriginals living at the foot of the Satpura range and the Inspector of Schools, Berar, suggests the introduction of a syllabus that will give them literacy and revive in them aptitudes for hereditary handicrafts. This would be best calculated to give them faith in the utility of education. Enrolment in the Gond Sabha school at Nagpur has increased from 95 to 108, including 32 girls. The Gond Sabha Mandal at Karanjia maintained eight schools during the year with an average of 240 pupils, including 61 girls, of whom the great majority were Gonds. A hostel called Vidya Mandir with 50 boarders is also maintained at Karanjia. The Inspector of Schools, Jubbulpore circle, reports that the standard of instruction throughout is of a very high order and the children, who are always clean and happy, appeared to be uncommonly enthusiastic about their school. The mandal is an organization working with missionary zeal and has all-round tribal uplift for its aim.

81. Normal schools.—There is a further increase of 15 (10) in the enrolment in normal schools, the total number for the year under report being 66 (51). The increase is shared by students of either sex, the number of women students being 28 (22). In addition to the places secured by candidates from these classes in open competition, Government has ordered the reservation of one vacancy out of every 25 for backward class candidates who pass in all the subjects in the admission test.

82. Hostels.—The number of hostels in receipt of a grant from Government was unchanged (6). Of these, five were in Berar and one in Nagpur (The Chokhamela

hostel). The Scheduled Castes amalgamated hostel, Amraoti, is controlled by a committee nominated by Government and as such is on a different footing from other aided hostels. It is the largest Harijan hostel in Berar, the number of boarders going up sometimes to about 75, though this figure came down to 57 at the close of the year under report. The hostels at Basim and Chikhli have declined in strength, the number of inmates being below 20. Maintenance grants paid during the year under report amounted to Rs. 6,592. The number of unaided hostels for these classes is on the increase, particularly in Berar, where almost every important town has a "Chokhamela Boarding". They subsist mainly on public subscriptions. Lack of sufficient means and of system in organization and co-ordination of these ventures very often means wasted effort. In some places the hostel is run as a "one man show".

83. District Committees.—The Government policy of appointing District Committees to promote education amongst these classes is bearing good fruit. Three committees were appointed during the year, *viz.*, for the Buldana, Bilaspur and Nagpur districts. The Buldana Committee under the guidance of the Deputy Commissioner has collected funds, given donations to hostels opened in the district, explored field for further improvement, secured Harijan members on school committees and exhorted the local bodies to employ Harijan teachers in a greater proportion. One decisive benefit accruing from the labours of these committees is that the rural area is being reconnoitred with a view to inculcate a liking for education; aid is being organized and the lot of Harijans from the point of view of literacy is being improved. Reports from the other two committees are also encouraging. The appointment of committees for three or four other districts is under consideration.

CHAPTER IX

EDUCATION OF ANGLO-INDIANS AND EUROPEANS

84. Higher education.—The number of Anglo-Indians and Europeans enrolled in the various colleges declined from 24 to 15 and the number undergoing professional training decreased from 7 to 5.

85. Institutions.—The total number of institutions remained unchanged, the number of high, middle and primary schools being 10, 10 and 17 respectively.

86. Number of pupils.—The total number of pupils in high, middle and primary schools showed a further increase of 114. The total enrolment was 3,096 (2,982), of whom 1,872 (1,777) were females and 1,224 (1,205) males. The increase in the number of girls under instruction is remarkable. The rise in the total enrolment is shared by all kinds of schools. The number of Indians enrolled in these schools was 1,152 (1,044), the number of boys and girls having risen by 43 and 65 to 465 and 687 respectively.

87. Examination results.—The table below gives the examination results :—

Examination	Number appeared	Number passed	Percentage of passes 1935	Percentage of passes 1934	Increase or decrease in percentage
School Certificate	95	52	54.73	67.39	—12.66
Junior Local	76	52	68.43	43.37	+25.05

The results of the Junior Local Examination are definitely encouraging. The same, however, cannot be said of the School Certificate Examination.

88. Teaching staff.—The staff consists of 160 (156) teachers of whom 102 (95) are trained. Four teachers are under training.

89. Expenditure.—The total expenditure increased by Rs. 50,562 from Rs. 4,86,303 to Rs. 5,36,865. Of this, Rs. 1,13,170 was contributed by Government, an increase of Rs. 5,098.

In secondary schools, the cost of educating a pupil remains stationary at Rs. 14-15-0 per head per month; in primary schools, it has increased from Rs. 5-13-6 to Rs. 6-5-0 per pupil per month.

90. Hostels.—There are 11 hostels and 798 (734) boarders. Hostel and boarding costs vary from Rs. 10 to Rs. 35 per pupil per month, depending upon the age of the pupil and the nature of the institution.

91. Provincial and Inter-Provincial Boards of Anglo-Indian and European Education.—The Provincial Board met four times during the year. Resolutions proposing the admission of Indians to the hostels attached to the European and Anglo-Indian schools and recommending the consideration of co-ordinating the policy of European

schools were passed. The percentage of Indians allowed in European schools was fixed at 40 for the year under report. This was changed afterwards to 50. A reduction in the present fee for the Cambridge examination, the need for securing the uniformity of standard and the possibility of holding a technical examination, apart from the Cambridge examination, for boys who have undergone technical training in schools were some of the suggestions made to the Inter-Provincial Board. A resolution to the effect that Hindi should be made compulsory in all Anglo-Indian and European schools in India, in addition to any other language which may be taken as an optional subject, was also passed. The Inter-Provincial Board met at Delhi in February 1936. The meeting was attended by Mr. C. E. Higher, nominated member from this province.

92. General.—Anglo-Indian and European education shows slow but steady progress. An officer from the Indian Educational Service has now been entrusted with the inspection of European schools.

CHAPTER X

TRAINING OF TEACHERS (MEN)

93. Spence Training College, Jubbulpore—Numbers.—The total enrolment for the year was 134, of whom 28 were graduates and the rest undergraduates. All except nine were stipendiaries. The number of women students was eight, two being graduates and the remainder undergraduates.

94. Staff.—“The undergraduate department”, reports the Principal, “is understaffed with the result that supervision of practical work is inadequate”. Last year’s arrangements in respect of instruction in manual training and drawing continued.

95. Selection of candidates.—Several applications for admission from outside the province were once again received. It is also to be noted that a certain number of applicants from the province sought admission even as *non-stipendiaries*. Scrupulous care was taken to ensure before admission that candidates after training would be re-absorbed by institutions which deputed them. The Principal, however, finds it impossible to cope with the vagaries of local bodies and managers of recognized schools. He observes “the fact that a student has been promised employment after training is no guarantee that he will get it”.

96. Courses of training.—For post-graduate classes, an extra subject, "History of Education," was introduced during the year under report. Students were required to do essay work entailing some kind of research. The practice of giving instruction in general knowledge to the undergraduate classes at the beginning of the session had to be discontinued, in order that more time could be made available for English,—a subject in which candidates were generally found to be very weak. Local high schools other than that attached to the Training College were used for the purposes of practical teaching and the Principal regards this practice as desirable.

97. Physical Education.—The full course of physical education in accordance with the new syllabus was introduced in the first year Dip. T. class. The Principal reports that a certain amount of difficulty was experienced "in providing a sufficient amount of supervised practical teaching" and fears that this difficulty will be even greater next year when both the classes will take the full course. Whether intensive physical training should be imparted to students regardless of their aptitude for it is a question the solution of which will depend largely on the results of the present experiment.

98. Exhibitions.—An exhibition of work done by local schools was organized during the year and the display is reported to have been quite successful. It is discouraging, however, to find that the plan to have a provincial exhibition had to be abandoned as the response was poor. The contemplated lectures and demonstrations by the staff of the Training College for the advantage of the staff in local schools had also to be dropped in the absence of sufficient response from the schools concerned.

99. Normal schools for men—Numbers.—The number of normal schools remained unchanged. Government maintains seven normal schools, three in Nagpur, three in Berar and one in Chhattisgarh. The normal school, Dhamtari, which is a Mission institution, is unaided. The desirability of restoring at least one normal school in the Jubbulpore circle is stressed by the Inspector.

The total enrolment in all the normal schools in the province was 865 (774). Out of 536 who appeared for the Trained Teachers' Certificate Examination, 506 passed. A third-year class was started in the normal school, Bilaspur, for the first time and the Mission normal school,

Dhamtari, increased its strength by 28 to 45, in addition to the number of candidates admitted to the special class.

100. Qualifications of candidates.—The experiment of admitting matriculates to the second year class was continued in the normal schools in Berar. The Mission normal school, Dhamtari, is conducting a similar experiment, matriculates being admitted to a special class. The manager of this institution feels that these matriculates "should make an excellent type of the improved village workers, capable of using the schools as an agency for community improvement". The Inspector of Schools, Berar, reports that as a result of this experiment the primary schools are provided with teachers of a better quality. The ultimate success of the experiment appears to depend upon the extent to which these matriculate teachers will develop and sustain rural interests.

101. Rural bias.—Inspectors' reports indicate that efforts to cultivate a rural bias amongst students of normal schools have achieved a fair measure of success. Some definite piece of work in a neighbouring village is undertaken by students, thus giving them practical lessons in rural uplift. The conditions and needs of the countryside, which is the field of their future work, are constantly placed before them. Besides Scouting and Red Cross activities, gardening, handicrafts, hygiene, sanitation and allied interests claim more attention, and help to form a brighter and healthier school routine.

102. Expenditure.—The expenditure on Government normal schools during the year amounted to Rs. 2,22,906 and in the unaided normal school to Rs. 3,120. The cost per pupil fell from Rs. 277-2-9 to Rs. 261-4-10.

103. Experimental work.—The course of instruction in the Mission normal school, Dhamtari, continues on experimental lines. Child psychology and a "wider course of pedagogy" are included and a study of village conditions is encouraged. The results of this experimental syllabus are being watched with interest. "So far", the Inspector reports, "they appear to be encouraging". In the normal school, Bilaspur, the use of modern methods of teaching was continued. In the practising schools attached to the two normal schools in the Chhattisgarh circle, the experimental syllabus for rural primary schools has been introduced and the Inspector reports that "both

the schools have improved in tone and methods''. It is refreshing to learn that the starting of a two-teacher school in a neighbouring village is contemplated by the manager, normal school, Dhamtari, in order to extend the scope for practising for teachers under training.

104. Physical education.—Six Government normal schools have been provided with trained physical instructors. This is a distinct advance over last year's position when only three Government normal schools had trained physical instructors.

CHAPTER XI

MISCELLANEOUS

105. Education of Jains.—The total number of pupils of this community receiving instruction at the various stages was 7,637 (8,143). Of these 41 (34) were in colleges, 165 (148) in high schools, 906 (1,077) in middle schools, 6,496 (6,852) in primary schools and 29 (32) in special schools. Four girls were reading in high school classes during the year under report, as against none for the previous year.

106. Government Engineering School, Nagpur.—The total enrolment during the year was 122 (121). In addition, three students of the sub-overseer course rejoined the school and attended the six weeks steam road roller course.

107. Examinations.—Out of 44 candidates who appeared for examinations in the various departments of the school, 29 passed, 21 in the Civil Engineering Department, 4 in the Mechanical and 4 in the Automobile Department.

The number of oil-engine drivers trained during the year was 8. It is satisfactory to note that some students from this school pass with distinction the annual examinations held in India by the City and Guild Institute, London.

It has to be noted with some concern that students who have completed their training in this school find it difficult to secure suitable openings. The Principal reports that the number of unemployed but qualified and capable young men still shows no tendency to diminish.

The post of lecturer in Civil Engineering was held in abeyance and a new post of Head of the Mechanical Engineering Department was created during the year under report. The hostel provides accommodation for 56 inmates. The number of boarders during the year was only 27, however. Discipline was reported to be good.

108. Agricultural education.—89 applications for admission to the College of Agriculture were received. 60 candidates were selected for interview and 48 were admitted. The number on the roll of the first year class at the end of the year was 46 of whom 33 were promoted. 44 students, including 4 compartmental candidates, appeared for the Intermediate examination. 3 candidates passed in the first division, 13 in the second, 3 in the third and 10 in the pass division. 2 candidates secured compartmental passes. There were 21 students in the third year class and all were promoted. Of the 24 students who went up for the degree examination, 10 passed in the second division, 7 in the third and 3 in the pass division, while 2 secured compartmental passes.

The fourth year students toured in Chhattisgarh and Berar, visiting Raipur, Chandkhuri, Ellichpur and Akola farms. The third year students were taken to Chhindwara, Powarkheda, Adhartal and Jubbulpore military dairy and grass farms and the second year class visited Betul farm.

Provision for instruction in agriculture has been made for the high school classes in the Government High School, Basim. The department has under consideration the provision of similar facilities in one or two other Government high schools. The Vinayakrao Deshmukh High School, Nagpur, and the New English School, Wardha, provided instruction in agricultural botany.

Attendance at the Robertson Anglo-Vernacular Middle School, Powarkheda, was not so satisfactory as in previous years. The number on the roll at the commencement of the session was 67 and 18 new boys were admitted. There was, however, a serious leakage during the session particularly from the sixth and eighth classes, which reduced the number at the end of the year to 68 (85). All the boys are sons of malguzars and cultivators in almost equal proportion. Fifty-eight of the boys belong

to the Hoshangabad district. Fourteen boys were sent up for the High School Entrance examination and nine passed. Produce of the value of Rs. 261 was obtained from the 6.5 acres cultivated by the boys. Exhibits from the school were entered at Bandrabhan Fair and the Village Uplift Agricultural Exhibition and won two prizes. Arrangements have now been made under which the Betul Bazar agricultural anglo-vernacular middle school will be taken over from the District Council by the Department of Agriculture from the 1st July 1936.

The teaching of agriculture in vernacular middle schools is dealt with in paragraph 44. The Peace Memorial Agricultural School at Buldana received 50 applications for admission but only 16 boys were accepted of whom one subsequently left. Ten boys appeared for the final examination at the end of the second year and 15 for promotion to the second year. Seven of the former and 10 of the latter were successful.

109. Industrial education—Industrial schools.—The demand for industrial education continues to be keen but new schemes for expansion have been held up on account of financial stringency. There are three Government and seven Government-aided industrial schools in the province. The total number of pupils in all the schools at the beginning of the year was 461 (384). The number admitted to the schools and passed out of them was 162 (216) and 119 (104), respectively. At the end of the year the number of students in the schools was 478 (462) exclusive of those who discontinued the course or were discharged for unsatisfactory progress. Of the students who passed, 77 (58) were carpenters, 39 (36) smiths and 3 (11) tailors. The progressive total of students passed out was 1,241 carpenters, 689 smiths and 19 tailors. The expenditure of the Department of Industries on scholarships during the year was Rs. 41,930 (Rs. 45,786).

Mining Class.—Fifteen students are undergoing training in the mining class at Chandametta which continues to attract apprentices from the coal fields. The management of this class is in the hands of a committee consisting of three officials and four non-officials.

Mochi Class at Nagpur.—The number of pupils at the beginning of the year was 20. The number admitted and passed was 5 and 5, respectively, leaving 20 pupils

at the end of the year, of whom 15 are Government scholars and the remaining are supported by private bodies.

Reformatory School, Jubbulpore.—The number of boys at the beginning of the year was 97 (92). During the year 32 (39) boys were admitted and 36 (34) released, leaving 93 (97) boys at the end of the year. Fifty-six (55) boys were taught carpentry, 10 (5) gardening and 27 (37) tailoring. Fifty-one (43) boys were examined by the Inspector of Industrial Schools in the trades examination, of whom 39 (35) passed. Fifty-seven (62) boys appeared for the examination in the literary subjects held by the Deputy Inspector of Schools, Jubbulpore, of whom 45 (60) passed.

Leather Tanning School.—The lessee of the Government Leather Tanning School, Nagpur, continued to train 10 apprentices who were granted stipends by Government. Six apprentices completed their course during the year, the total number of pupils completing their course at the school being 21.

110. *Special schools.*—The Deaf and Dumb school, Nagpur, has an enrolment of 20, including two girls. In addition to instruction in the primary course, the students are taught tailoring, cap-making, knitting and composing for the press. The Government grant for the year amounted to Rs. 906 as against Rs. 868 for the previous year.

The Institution for Blind Boys at Nagpur had an enrolment of 28 students who came from various parts of the province. The Government grant amounted to Rs. 1,437. The school now meets in the newly constructed building opened during the year.

The Nagpur School of Fine Arts had an enrolment of 44. The school secured a silver shield for exhibits at the All-India Educational Exhibition recently held in Nagpur.

The Vedic school, Nagpur, is a purely religious institution where education is imparted in Sanskrit. The enrolment was 93. The school is in receipt of a municipal grant of Rs. 266.

111. **Factory schools.**—The statement below gives particulars in regard to factory schools :—

Name of school	Enrolment		Grant paid	
	1934-35	1935-36	1934-35	1935-36
			Rs.	Rs.
<i>Aided—</i>				
Gun Carriage Factory School, Jubbulpore ..	150	155	1,200	1,200
Gokuldas Mills School, Jubbulpore ..	86	50	920	920
Keymore Cement Factory School, Katni ..	70	109	100	100
Lalbagh Factory School, Burhanpur ..	125	123	1,963	1,963
Total ..	431	437	4,183	4,183

Unaided—

Sly Mill School, Hinganghat ..	28	33	..	..
Ballarpur Colliery School, Ballarpur ..	64	34	..	..

Enrolment in these schools has to depend upon the number of juveniles who happen to be part-time employees.

112. **Night schools.**—The table below shows the number of night schools and the enrolment in them :—

Circle	Number of schools		Enrolment	
	1934-35	1935-36	1934-35	1935-36
Nagpur ..	8	4	200	137
Jubbulpore ..	5	5	110	104
Chhattisgarh ..	8	5	193	103
Berar ..	15	15	331	385
Total ..	36	29	834	729

The decline is due to the lack of systematic efforts on the part of the organizers to place these schools on a sound footing.

113. **Prison schools.**—The following statement gives particulars in regard to prison schools :—

Name of school	Enrolment		Average attendance		Expenditure	
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
					Rs.	Rs.
<i>For males—</i>						
Prison School, Nagpur ..	132	131	77	82	432	976
Jail School, Jubbulpore ..	118	125	37	96	555	..
Prison School, Raipur ..	60	64	52	63	578	..
Borstal Institute, Narsinghpur.	238	308	230	290	863	..
Prison School, Akola ..	48	49	38	46	569	..
<i>For females—</i>						
Prison School, Nagpur ..	24	25	20	22	233	244
Central Jail School, Jubbulpore.	9	..	10	..	421	..

Enrolment in these schools depends upon the number of convicts below a specified age and their term of imprisonment.

114. St. John's Ambulance Association.—With the opening of a new centre at Chanda, the number of district centres rose to 16. The provincial centre presented a motor ambulance costing Rs. 3,000 to the Mayo Hospital, Nagpur. The need was a long-felt one and the gift was much appreciated. Sixteen First Aid classes were held at Akola, Bilaspur, Chanda, Jubbulpore, Khandwa, Nagpur and Yeotmal. Besides these, three Mackenzie school course classes were held at Nagpur and a class in Domestic Hygiene and Mother-craft at Bilaspur. Training in the Mackenzie school courses forms part of the course of studies in Hygiene in the normal schools.

115. Boy Scout Association.—The total number of scouts during the year under report was 36,815 (36,563). The secretary reports that "the year has been more of consolidation than expansion" and was marked by uninterrupted progress both in respect of efficiency and adherence to scout methods and ideals. A number of training camps were held during the year for the training of officers. Strenuous efforts in the direction of village uplift were made and reports from the various centres have been encouraging. The Secretary reports—

"We note that as a result of scouts' work in the villages, there are now a number of manure pits, sanitary latrine arrangements, clean roads, experimental farms, sports, literary clubs, and that vaccination and inoculation are almost universal."

The movement, it is gratifying to note, has been attracting financial support from the public and this has enabled the local associations to continue their useful activities. The report makes a general appeal to all sections of society to help the movement and gives a warning against the tendency to confuse scouting with a mere "display-affair"

116. Junior Red Cross.—The Junior Red Cross movement has made appreciable progress during the year under report. 157 new groups were enrolled with a membership of 4,242 boys and 119 girls. The total number of boys and girls on the roll was 11,036 and 990 respectively. These were distributed in 343 groups. From the very large number of schools (for which see the list

appended to the Annual Report of the Indian Red Cross Society, Central Provinces and Berar) in which groups have been formed, it can be said that the movement has now taken firm root in the province. An instructive publication, the "Junior Red Cross Diary", was brought out during the year by the provincial branch, which was the recipient of congratulations from headquarters on the production of this interesting publication, the first of its kind in India.

117. **Acknowledgments.**—The year was marked by steady all-round progress in all branches of education and my thanks are due to all the officers of the department, who performed with cheerfulness and alacrity their exacting and ever-increasing duties. I am indebted to Dr. M. S. Modak, Assistant Inspector of Schools, for the writing of this report. It is a tribute to the Registrar, Superintendent and members of the office establishment that the up-heavt caused by the Secretariat fire in May 1935 found them equal to all calls made upon them in times of great difficulty and stress. The reconstruction of official files and records, in which subordinate offices cheerfully bore their part, is now practically complete and it is satisfactory to report that the despatch of business was hardly affected during this exceptional period.

M. OWEN,
*Offg. Director of Public Instruction,
 Central Provinces.*

General summary of educational institutions and scholars in the Central Provinces and Berar for the year 1935-36.

Area in square miles		99,876		Percentage of scholars to total population.			
				Recognized institutions.		All institutions.	
Population				1935-36	1934-35	1935-36	1934-35
Males	..	7,761,818	..	Males	..	5.24	5.29
Females	..	7,745,905	..	Females	..	0.99	0.96
Totals	..	15,507,723	..	Totals	..	3.12	3.13
						5.39	5.44
						1.04	1.02
						3.22	3.23

	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.
	1936	1935	Increase or decrease.	1936	1935	Increase or decrease.	
	1	2	3	4	5	6	
Recognized Institutions							
<i>For males.</i>							
Universities	1	1	..	..	..	..	..
Boards of Secondary and Intermediate Education (High School Education Board).	1	1	..	..	..	..	..
Arts Colleges	8	7	+1	2,489	2,411	+78	(a) 1,027 (b) 1,462
Professional Colleges	4	4	..	786	630	+156	(a) 786
High Schools	79	77	+2	9,473	9,171	+302	(c) 9,473
Middle Schools	598	581	+17	107,489	106,381	+1,108	(c) 40,523 (d) 66,966
Primary Schools	4,276	4,279	-3	314,140	319,554	-5,414	(d) 314,140
Special Schools	48	47	+1	3,258	2,992	+266	..
Totals	5,015	4,997	+18	437,635	441,139	-3,504	..
<i>For females</i>							
Arts Colleges	1	..	+1	22	..	+22	(a) 3 (b) 19
Professional Colleges	1	1	..	17	17	..	(a) 17
High Schools	13	12	+1	522	443	+79	(c) 522
Middle Schools	66	59	+7	7,533	6,317	+1,216	(c) 3,131 (d) 4,402
Primary Schools	470	462	+8	37,236	36,782	+454	(d) 37,236
Special Schools	13	14	-1	853	834	+19	..
Totals	564	548	+16	46,183	44,393	+1,790	..
Unrecognized Institutions							
For males	335	341	-6	13,196	12,610	+586	..
For females	43	55	-12	2,086	3,055	-969	..
Totals	378	396	-18	15,282	15,665	-383	..
Grand Totals	5,957	5,941	+16	499,100	501,197	-2,097	..

This table includes European schools and scholars in them.

(a) In graduate and post-graduate classes.

(c) In secondary stages.

(b) In intermediate classes.

(d) In primary stage.

General summary of expenditure on education in the Central Provinces and Berar for the year 1935-36.

	Total expenditure			Percentage of expenditure from					Cost per scholar to.					Total cost per scholar.
	1936	1935	Increase or decrease.	Govenment funds.	†Board funds	Fees.	Other sources.	Govenment funds.	Board funds	Fees.	Other sources.			
1	2	3	4	5	6	7	8	9	10	11	12			
Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.			
Direction and Inspection.	5,16,269	5,20,944	-4,675	96.52	3.47	..	0.01	..	..	..	..
Universities	1,35,161	1,25,416	+9,745	32.83	..	67.17	..	..	..	..	..
Boards of Secondary and Intermediate Education (High School Education Board).	66,978	43,052	+23,926	..	..	100.00	..	..	..	..	..
Miscellaneous*	15,61,084	15,00,059	+61,025	29.46	28.51	21.42	20.61	..	..	..	..
Totals	22,79,492	21,89,471	+90,021	43.98	20.31	21.60	14.11	..	..	..	..
<i>Institutions for males.</i>														
Arts Colleges	6,21,759	5,92,783	+28,976	58.41	..	39.05	2.54	145 14 6	97 9 0	6 5 4	249 12 10			
Professional Colleges..	1,76,624	1,81,013	-4,389	75.45	..	23.67	0.88	169 8 8	53 3 1	1 15 7	224 11 4			
High Schools	10,41,248	10,16,776	+24,472	40.44	2.24	47.82	9.50	44 7 3	52 9 0	10 7 0	109 14 8			

Middle Schools	22,45,185	21,33,604	+1,11,581	35.28	31.38	26.94	6.40	7 5 11	6 8 10	5 10 0	1 5 5	20 14 2
Primary Schools	31,51,222	31,57,048	-5,826	35.64	57.23	2.05	5.08	3 9 2	5 11 10	0 3 4	0 8 2	10 0 6
Special Schools	4,63,152	4,46,848	+16,304	90.04	0.28	4.30	5.38	128 0 0	0 6 3	6 1 10	7 10 5	142 2 6
Totals	76,99,190	75,28,072	+1,71,118	42.21	32.89	19 12	5.78	7 6 10	5 12 7	3 5 10	1 0 3	17 9 6
<i>Institutions for females.</i>												
Arts Colleges	20,173	..	+20,173	..	..	27.34	72.66	..	..	250 10 11	666 4 4	916 15 3
Professional Colleges	4,493	4,631	-138	..	..	24.02	75.98	..	..	63 7 6	200 13 2	264 4 8
High Schools	79,639	77,512	+2,127	36 19	0.86	21 30	41 65	55 3 5	1 5 0	32 7 10	63 8 9	152 9 0
Middle Schools	2,00,927	1,92,226	+8,701	54.91	2.33	17 04	25.72	14 10 4	0 9 11	4 8 9	6 13 9	26 10 9
Primary Schools	5,42,456	5,21,962	+20,494	53 49	16 68	0 60	19.23	7 12 8	2 6 10	1 8 9	2 12 10	14 9 1
Special Schools	89,238	87,743	+1,495	64 25	..	3.37	32.38	67 3 5	..	3 8 4	33 14 1	104 9 10
Totals	9,36,926	8,84,074	+52,852	51.94	10.23	12 63	25.20	10 8 7	2 1 2	2 8 1	5 1 10	20 3 8
Grand Totals	1,09,15,608	1,06,01,617	+3,13,991	43 41	28 31	14 10	9.18	9 12 9	6 0 4	4 4 11	2 1 2	27 0 1

Expenditure on European Schools is included in the above figures.

* Includes expenditure on buildings.

† Includes both district council and municipal funds.

GENERAL

Classification of educational institutions in the

		For males.					
		Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
		1	2	3	4	5	6
Recognized Institutions							
Universities	..	..	..	..	1	..	1
Boards of Secondary and Intermediate Education (High School Education Board).	..	1	..	..	..	..	1
Colleges—							
Arts and Science	..	4	..	..	1	3	8
Law	..	..	..	..	1	1	2
Medicine	..	..	..	..	..	..	..
Education	..	1	..	..	..	..	1
Engineering	..	..	..	..	..	..	..
Agriculture	..	1	..	..	..	..	1
Commerce	..	..	..	..	..	..	..
Technology	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..
Intermediate and Second Grade Colleges.	..	..	..	..	..	..	..
Totals	..	7	..	..	3	4	14
High Schools	..	26	..	10	27	16	79
Middle Schools	{ English	47	2	52	79	25	205
Primary Schools	{ Vernacular	7	363	18	3	2	(d) 393
		3	3,483	456	190	144	(a) 4,276
Totals	..	83	3,848	536	299	187	4,953
Special Schools—							
Art	..	..	..	..	..	..	..
Law	..	..	..	..	..	..	..
Medical	..	1	..	..	..	..	1
Normal and Training	..	7	..	..	..	1	8
Engineering	..	1	..	..	..	..	1
Technical and Industrial	..	3	..	..	6	1	10
Commercial	..	..	..	..	..	..	..
Agricultural	..	1	..	..	..	..	1
Reformatory	..	1	..	..	..	..	1
Schools for Defectives	..	..	..	..	2	..	2
Schools for Adults	..	5	..	1	12	*5	(c) 23
Other schools	..	..	..	..	1	..	1
Totals	..	19	..	1	21	7	48
Totals for Recognized Institutions.	..	109	3,848	537	323	198	5,015
Unrecognized Institutions	..	..	177	8	1	149	335
Grand Totals—All Institutions	..	109	4,025	545	324	347	5,350

*These schools are run by private persons without remuneration or any subsidy and Anglo-Indian and European schools are included in this table

(a) Includes 16 night schools.

(b) Includes 2 night schools.

TABLE I

Central Provinces and Berar for the year 1935-36.

For females.						Remarks.
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total	
7	8	9	10	11	12	13
..	
..	1	1	
..	
..	1	1	
..	
..	
..	
..	
..	
..	
..	2	2	
2	9	2	13	
5	..	1	17	4	27	
28	..	1	9	1	(e) 39	
246	57	62	86	19	(b) 470	
281	57	64	121	26	549	
..	
..	
2	3	3	8	
..	3	..	3	
..	
..	
..	
1	1	..	2	
..	
3	7	3	13	
284	57	64	128	31	564	
..	20	10	1	12	43	
284	77	74	129	43	607	

hence no expenditure is shown in General Table III-A against these institutions.

(c) Includes 18 night schools.

(d) Includes 123 schools teaching English as an optional subject.

(e) Includes 2 schools teaching English as an optional subject.

GENERAL

Distribution of scholars attending educational institutions for

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
Reading in Recognized Institutions									
<i>University and Intermediate Education.</i>									
Arts and Science ..	1,693	1,526	456	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	132	127	95	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..	..	..	..
Agriculture ..	134	121	134	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Intermediate and second grade colleges. ..	..	..	..	..	..	..	..	..	..
Totals ..	1,959	1,774	685	..	..	..	..	..	..
School and Special Education.									
In High Schools ..	4,679	4,310	768	..	..	..	948	823	34
In Middle English Schools. { Vernacular ..	6,640	6,207	418	140	113	4	0,895	9,881	228
In Primary Schools ..	1,107	1,006	32	70,338	54,627	1,572	4,624	3,736	35
In Primary Schools ..	384	356	..	223,897	167,368	27	70,840	60,347	..
Totals ..	12,810	11,879	1,218	294,375	222,108	1,603	87,307	74,787	297
In Art Schools ..	..	..	..	..	..	..	..	..	..
In Law Schools ..	..	..	..	..	..	..	..	..	..
In Medical Schools ..	247	187	124	..	..	..	..	..	..
In Normal and Training Schools. ..	820	757	741	..	..	..	..	..	..
In Engineering Schools ..	125	116	27	..	..	..	..	..	..
In Technical and Industrial Schools. ..	363	351	85	..	..	..	..	..	..
In Commercial Schools ..	..	..	..	..	..	..	..	..	..
In Agricultural Schools ..	68	63	64	..	..	..	..	..	..
In Reformatory Schools ..	92	89	..	..	..	..	..	..	..
In Schools for Defectives ..	..	..	..	..	..	..	..	..	..
In Schools for Adults ..	678	576	..	..	..	..	34	26	..
In other schools ..	..	..	..	..	..	..	..	..	..
Totals ..	2,393	2,139	1,041	..	..	..	34	26	..
Totals for Recognized Institutions. ..	17,162	15,792	2,944	294,375	222,108	1,603	87,341	74,813	297
In Unrecognized Institutions. ..	..	..	..	8,156	5,961	109	563	425	..
Grand Totals—All Institutions. ..	17,162	15,792	2,944	302,531	228,069	1,712	87,904	75,238	297

Anglo-Indian and European scholars are included in this table.

(a) Includes 447 scholars in night schools.

TABLE II-A

males in the Central Provinces and Berar for the year 1935-36.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	No. of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
343	315	63	453	383	54	2,489	2,224	573	91
465	415	21	55	43	..	520	458	21	..
..	..	..	..	..	..	132	127	95	8
..	..	..	..	..	..	134	121	134	..
..
..
..
..
808	730	84	508	426	54	3,275	2,930	823	99
2,978	2,618	337	868	787	123	9,473	8,538	1,262	101
11,102	10,146	574	2,316	2,096	141	31,093	28,443	1,365	803
274	219	42	53	51	29	(c) 76,396	59,639	1,710	4,595
13,234	11,124	534	5,785	4,465	70	3,14,140 (b)	2,43,660	631	26,267
27,588	24,107	1,487	9,022	7,399	363	431,102	3,40,280	4,968	31,766
..
..	..	..	..	..	..	247	187	124	33
..	..	..	45	41	41	865	798	782	..
..	..	..	..	..	..	125	116	27	..
188	179	106	44	36	..	595	566	191	13
..	..	..	..	..	..	68	63	64	..
..	..	..	..	..	..	92	89	..	..
48	44	..	..	..	..	48	44	..	2
315	152	..	98	74	..	(a) 1,125	828	..	3
93	76	..	..	..	..	93	76	..	..
644	451	106	187	151	41	3,258	2,767	1,188	51
29,040	25,288	1,677	9,717	7,976	458	437,635	345,977	6,979	31,916
76	59	..	4,401	3,390	38	13,196	9,835	147	1,020
29,116	25,347	1,677	14,118	11,366	496	450,831	355,812	7,126	32,936

(b) Includes 224 scholars in night schools.

(c) Includes 2,964 scholars learning English as an optional subject

GENERAL

Distribution of scholars attending educational institutions for

	Government.			District Board.			Municipal Board.		
	Scholar on roll on March 31st	Average daily attendance.	No. of residents in approved hostels.	Scholar on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholar on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
Reading in Recognized Institutions									
<i>University and Intermediate Education.</i>									
Arts and Science ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..	..
[School and Special Education.									
In High Schools ..	129	108	41	..	..	..	..	..	..
In Middle Schools. { English ..	578	515	41	..	..	..	29	23	..
{ Vernacular ..	4,077	3,294	16	..	..	..	109	94	..
In Primary Schools ..	19,205	15,452	..	2,662	1,950	..	6,128	5,021	..
Totals ..	23,989	19,369	98	2,662	1,950	..	6,266	5,138	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
In Normal and Training Schools.	216	195	118	..	..	..	..	..	..
In Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..
In Commercial Schools ..	..	..	..	..	..	..	..	..	..
In Agricultural Schools ..	..	..	..	..	..	..	..	..	..
In Schools for Adults ..	25	22	..	..	..	..	..	..	..
In other Schools ..	..	..	..	..	..	..	..	..	..
Totals ..	241	217	118	..	..	..	..	..	..
Totals for Recognized Institutions.	24,230	19,586	216	2,662	1,950	..	6,266	5,138	..
In Unrecognized Institutions ..	..	..	..	675	508	..	542	409	..
Grand Totals—All Institutions for females.	24,230	19,586	216	3,337	2,458	..	6,808	5,547	..
Grand Totals—All Institutions for males.	17,162	15,792	2,944	302,531	228,069	1,712	87,904	75,23.	297
Grand Totals—All Institutions for males and females.	41,392	35,378	3,160	305,868	230,527	1,712	94,712	80,785	297

Anglo-Indian and European Scholars are included in this table.

TABLE II-B

females in the Central Provinces and Berar for the year 1935-36.

Aided.			Unaided.			Grand total of scholars on rolls	Grand total of average attendance.	Grand total of residents in approved hostels.	No. of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
..	..	..	22	21	12	22	21	12	..
..
..	..	..	17	15	17	17	15	17	..
..	..	..	39	36	29	39	36	29	..
307	277	199	86	69	..	522	454	240	..
1,417	1,305	596	313	283	..	2,337	2,126	637	1
964	818	278	46	44	46	(a) 5,196	4,250	340	41
8,070	6,374	302	1,171	945	..	37,236	29,742	302	689
10,758	8,774	1,375	1,616	1,341	46	45,291	36,572	1,519	731
.. 84	.. 79	.. 50	.. 106	.. 95	.. 23	.. 406	.. 369	.. 191	..
188	169	78	..	..	..	188	169	78	..
..
.. 234	.. 132	..	..	..	..	.. 259	.. 154	..	..
..
506	380	128	106	95	23	853	692	269	..
11,264	9,154	1,503	1,761	1,472	98	46,183	37,300	1,817	731
22	20	..	847	608	..	2,086	1,545	..	97
11,286	9,174	1,503	2,608	2,080	98	48,269	38,845	1,817	828
29,116	25,347	1,677	14,118	11,366	496	450,831	355,812	7,126	39 36
40,402	34,521	3,180	16,726	13,446	594	499,100	394,657	8,943	33,764

a) Includes 43 scholars learning English as an optional subject.

GENERAL

Expenditure on education for males in the

Expenditure on buildings includes Rs. 84,002 spent by the
 "Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships ..	96,731
(2) Games ..	74,124
(3) Prizes and Rewards ..	1,122
(4) Hostel boarding charges ..	1,49,917
(5) Capitation grant ..	11,897
(6) Miscellaneous ..	4,21,987

Totals .. 7,55,778

Government institutions

	Government funds 1	Board funds 2	Muni- cipal funds 3	Fees 4	Other sources 5	Totals 6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Universities ..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education (High School Educa- tion Board).	..	..	..	66,978	..	66,978
Arts Colleges ..	3,44,916	..	..	1,79,780	1,261	5,25,957
Professional Colleges—						
Law ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	93,752	..	..	..	1,552	95,304
Engineering ..	..	..	..	..	..	..
Agriculture ..	39,508	..	..	13,000	..	52,508
Commerce ..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..
Totals ..	4,78,176	..	..	2,59,758	2,813	7,40,747
SCHOOL EDUCATION						
<i>General.</i>						
High Schools ..	3,18,449	..	3	2,25,465	1,957	5,45,874
Middle { English ..	2,80,796	..	1	1,09,794	776	3,91,367
Schools { Vernacular ..	29,397	..	..	507	5	29,909
Primary Schools ..	5,803	..	..	172	586	6,561
Totals ..	6,34,445	..	4	3,35,938	3,324	9,73,711
<i>Special.</i>						
Art Schools ..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..
Medical Schools ..	31,775	..	..	10,442	1,558	43,775
Normal and Training Schools.	2,22,661	..	..	..	245	2,22,906
Engineering Schools ..	58,761	..	..	5,106	..	63,867
Technical and Industrial Schools.	69,634	..	..	848	2,212	72,694
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	5,240	..	..	1,233	..	6,473
Reformatory Schools ..	1,800	..	..	..	..	1,800
Schools for Defectives ..	..	..	..	..	..	..
Schools for Adults ..	3,679	..	..	..	..	3,679
Other Schools ..	..	..	..	..	..	..
Totals ..	3,93,550	..	..	17,629	4,015	4,15,194
Grand Totals ..	15,06,171	..	4	6,13,325	10,152	21,29,652

(1) Other sources include income from endowments, subscriptions, contributions, etc.

TABLE III-A

Central Provinces and Berar for the year 1935-36.

Public Works Department on educational buildings.

District board and municipal Institutions						Aided Institutions		
Government funds 7	Board funds 8	Municipal funds 9	Fees 10	Other sources 11	Totals 12	Government funds 13	Board funds 14	Municipal funds 15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	44,375	..	..
..
..	18,244	..	..
..
..
..
..
..
..
..
..
..
..	62,619	..	..
23,569	..	22,342	43,731	31	89,673	79,084	700	279
1 00,814	4,790	86,893	1,76,322	1,091	3,69,910	1,32,669	1,509	2,459
2,47,098	5,79,375	29,460	54,106	671	9,10,710	1,470	..	..
10,74,751	10,53,040	7,33,329	31,917	12,390	29,05,427	42,593	5,647	11,376
14,46,232	16,37,205	8,72,024	3,06,076	14,183	42,75,720	2,55,816	7,856	14,114
..
..
..
..	20,931	..	371
..
..
..
..	..	79	..	..	79	2,343	..	..
..	198	564	..
..	266
..	..	79	..	..	79	23,472	564	637
14,46,232	16,37,205	8,72,103	3,06,076	14,183	42,75,799	3,41,907	8,420	14,751

(2) Expenditure on European Schools is included in this table.

GENERAL
Expenditure on education for males in the

					Direction ..	
					Inspection ..	
					Buildings, etc. ..	
					Miscellaneous ..	
					Totals ..	
	Aided Institutions— <i>concl.</i>			Recognized unaided Institutions		
	Fees	Other sources	Totals	Fees	Other sources	Totals
	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Universities ..	90,786	..	1,35,161	..	..	..
Boards of Secondary and Intermediate Education (High School Education Board).	..	..	..	..	..	..
Arts Colleges ..	35,394	8,942	62,580	27,654	5,568	33,222
Professional Colleges—						
Law ..	22,345	..	22,345	6,467	..	6,467
Medicine ..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..
Totals ..	1,48,525	8,942	2,20,086	34,121	5,568	39,689
SCHOOL EDUCATION						
<i>General.</i>						
High Schools ..	1,77,944	77,533	3,35,540	50,799	19,362	70,161
Middle { English ..	2,26,880	1,11,454	4,74,977	30,951	21,840	58,791
Schools { Vernacular ..	214	4,041	5,725	..	3,796	3,796
Primary Schools ..	20,905	93,572	1,83,093	2,595	53,546	56,141
Totals ..	4,34,949	2,80,000	9,99,335	90,345	98,544	1,88,889
<i>Special.</i>						
Arts Schools ..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..
Medical Schools ..	..	..	..	..	..	..
Normal and Training Schools ..	..	..	..	1,280	1,840	3,120
Engineering Schools ..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	13,692	34,994	817	1,227	2,044
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..
Schools for Defectives ..	199	3,115	5,657	..	..	..
Schools for Adults ..	..	21	783	..	..	..
Other Schools ..	..	1,015	1,281	..	..	..
Totals ..	199	17,843	42,715	2,097	3,067	5,164
Grand Totals ..	5,83,673	3,13,385	12,62,136	1,26,563	1,07,179	2,33,742

(1) Other sources include income from endowments, subscriptions, contributions, etc.
See remarks in General Table I.

TABLE III-A

Central Provinces and Berar for the year 1935-36—concl'd.

Total expenditure from					
Government funds 22	Board funds 23	Municipal funds 24	Fees 25	Other sources 26	Grand Total s 27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
82,960	..	..	..	..	82,960
3,54,220	7,210	8,570	..	55	3,70,055
1,46,392	2,53,425	63,356	34,337	80,177	5,77,687
2,25,327	84,395	37,573	2,53,258	1,55,225	7,55,778
8,08,899	3,45,030	1,09,499	2,87,595	2,35,457	17,86,480
44,375	..	..	90,786	..	1,35,161
..	..	..	66,978	..	66,978
3,63,160	..	..	2,42,828	15,771	6,21,759
..	..	..	28,812	..	28,812
93,752	..	..	..	1,552	95,304
39,508	..	..	13,000	..	52,508
..
..
..
..
5,40,795	..	..	4,42,404	17,323	10,00,522
4,21,102	700	22,624	4,97,939	98,883	10,41,248
5,14,279	6,299	89,353	5,49,953	1,35,161	12,95,045
2,77,965	5,79,375	29,460	54,827	8,513	9,50,140
11,23,147	10,58,687	7,44,705	64,589	1,60,094	31,51,222
23,36,493	16,45,061	8,86,142	11,67,308	4,02,651	64,37,655
..
31,775	..	..	10,442	1,558	43,775
2,22,661	..	..	1,280	2,085	2,26,026
58,761	..	..	5,106	..	63,867
90,565	..	371	1,665	17,131	1,09,732
..
5,240	..	..	1,233	..	6,473
1,800	..	..	..	..	1,800
2,343	..	..	199	3,115	5,657
3,877	564	79	..	21	4,541
..	..	266	..	1,015	1,281
4,17,022	564	716	19,925	24,925	4,63,152
41,03,209	19,90,655	9,96,357	19,17,232	6,80,356	96,87,809

(2) Expenditure on European Schools is included in this table.

GENERAL

Expenditure on education for females in the Central

Expenditure on buildings includes Rs. 15,460 spent by the "Miscellaneous" includes the following main items :—

(1) Scholarships	..	..	..
(2) Games	..	..	..
(3) Prizes and rewards	..	..	..
(4) Hostel boarding charges	..	..	..
(5) Miscellaneous	..	..	..

Totals ..

	Government Institutions					
	Government funds	Board funds.	Municipal funds	Fees	Other sources	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Arts Colleges	..	..	..	..	..	..
Professional Colleges—	..	..	..	..	..	..
Medicine	..	..	..	..	..	..
Education	..	..	..	..	..	..
Intermediate Colleges	..	..	..	..	..	..
Totals	..	..	..	..	..	..
SCHOOL EDUCATION						
<i>General.</i>						
High Schools	13,217	..	..	1,698	..	14,915
Middle English	22,476	..	..	3,161	165	25,802
Schools Vernacular	60,579	..	..	..	3	60,582
Primary Schools	2,25,044	..	..	..	6	2,25,050
Totals	3,21,316	..	..	4,859	174	3,26,349
<i>Special.</i>						
Medical Schools	..	..	..	..	..	..
Normal and Training Schools.	50,078	..	..	..	..	50,078
Technical and Industrial Schools.	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..
Schools for Adults	244	..	..	..	..	244
Other Schools	..	..	..	..	..	..
Total	50,322	..	..	..	..	50,322
Grand Totals for Females	3,71,638	..	..	4,859	174	3,76,671
Grand Totals for Males	15,06,171	..	4	6,13,325	10,152	21,29,652
Grand Totals for All	18,77,809	..	4	6,18,184	10,326	25,06,323

(1) Other sources include income from endowments, subscriptions, contributions, etc.

Provinces and Berar for the year 1935-36.

	Rs.
..	4,880
..	538
..	500
..	95,199
..	68,664
	<hr/>
..	1,69,781

[illegible]

XV

GENERAL

Expenditure on education for females in the Central

Inspection	..	..	..
Buildings, etc.	..	..	..
Miscellaneous	..	..	..
Totals	..	..	..

	Aided Institutions— <i>concl.</i>			Recognized unaided Institutions		
	Fees	Other sources	Totals	Fees	Other sources	Totals
	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Arts Colleges ..	..	..	..	5,515	14,658	20,173
Professional Colleges—						
Medicine ..	..	..	..	1,079	3,414	4,493
Education ..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..
Totals ..	..	..	..	6,594	18,072	24,666
SCHOOL EDUCATION						
<i>General.</i>						
High Schools ..	11,717	27,247	55,254	3,546	5,924	9,470
Middle { English ..	23,569	26,793	75,577	5,529	9,981	15,510
Schools { Vernacular ..	1,829	13,538	19,806	..	1,200	1,200
Primary Schools ..	54,837	82,082	1,89,921	2,617	22,210	24,827
Totals ..	91,952	1,49,660	3,40,558	11,692	39,315	51,007
<i>Special.</i>						
Medical Schools ..	..	..	..	..	..	..
Normal and Training Schools ..	949	7,175	11,806	1,610	3,331	4,941
Technical and Industrial Schools ..	446	15,472	18,184	..	..	..
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..
Schools for Adults ..	..	2,920	3,985	..	..	..
Other Schools ..	..	..	..	..	..	..
Totals ..	1,395	25,567	33,975	1,610	3,331	4,941
Grand Totals for Females ..	93,347	1,75,227	3,74,533	19,896	60,718	80,614
Grand Totals for Males ..	5,83,673	3,13,385	12,62,136	1,26,563	1,07,179	2,33,742
Grand Totals for All ..	6,77,020	4,88,612	16,36,669	1,46,459	1,67,897	3,14,356

(1) Other sources include income from endowments, subscriptions, contributions, etc.

TABLE III-B

Provinces and Berar for the year 1935-36—concl'd.

Total expenditure from					
Government funds	Board funds	Municipal funds	Taxes	Other sources	Grand Totals
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
61,098	..	2,156	..	..	63,254
21,404	102	1,856	..	34,476	57,838
66,801	535	3,798	46,857	51,789	1,69,781
1,49,303	637	7,811	46,857	86,265	2,90,873
..	..	..	5,515	14,658	20,173
..	..	..	1,079	3,414	4,493
..	..	..	6,594	18,072	24,666
28,822	..	685	16,961	33,171	79,639
44,946	1,863	2,418	32,414	36,939	1,18,580
65,385	..	392	1,829	14,741	82,347
2,90,189	21,224	69,243	57,502	1,04,298	5,42,456
4,29,342	23,087	72,738	1,08,706	1,89,149	8,23,022
53,760	..	..	2,559	10,506	66,825
2,266	..	..	446	15,472	18,184
..
1,309	..	..	..	2,920	4,229
..
57,335	..	..	3,005	28,898	89,238
6,35,980	23,724	80,549	1,65,162	3,22,384	12,27,799
41,03,209	19,90,655	9,96,357	19,17,232	6,80,356	96,87,809
47,39,189	20,14,379	10,76,906	20,82,394	10,02,740	1,09,15,608

(2) Expenditure on European Schools is included in this table.

GENERAL

Race or creed of male scholars receiving general education

		Europeans and Anglo- Indians.	Hindus			
			Indian Christians.	Higher castes.	*Depressed classes.	
		1	2	3	4	
Total population ..		6,474	19,964	4,420,635	1,441,577	
School Education.						
Classes.						
Primary	.. {	I ..	347	821	77,782	17,744
		II ..	72	607	56,930	12,098
		III ..	83	552	51,740	9,545
		IV ..	84	527	43,568	6,412
Middle	. {	V ..	..	290	14,092	1,111
		VI ..	77	243	10,856	729
		VII ..	69	237	9,311	527
		VIII ..	57	160	4,377	225
High	.. {	IX ..	..	91	2,546	123
		X ..	62	84	2,216	124
		XI ..	62	77	2,592	101
Totals ..		913	3,689	276,010	48,739	
University and Intermediate Education.						
Intermediate classes	.. {	1st year ..	3	10	578	14
		2nd year ..	7	12	619	14
Degree classes	.. {	1st year ..	2	14	381	13
		2nd year ..	2	7	362	6
Post-graduate classes	.. {	1st year ..	..	..	47	2
		2nd year ..	1	4	37	..
Honours	..	..	1	4	..	
Totals ..		15	48	2,028	49	
Number of scholars in recognized institutions.		928	3,737	278,038	48,788	
Number of scholars in unrecognized institutions.		..	126	7,128	1,823	
Grand Totals ..		928	3,863	285,166	50,611	

Anglo-Indian and European scholars are included in this table.
Jains are included in column 9 "others."

TABLE IV-A

in the Central Provinces and Berar for the year 1935-36.

Muham- madans.	Buddhists	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
5	6	7	8	9	10	11
358,900	43	1,107	2,828	1,510,290	7,761,818	..
13,235	..	81	93	10,573	120,676	94,718
8,216	..	15	142	7,169	85,249	66,251
7,166	..	12	82	5,923	75,103	57,406
5,475	..	12	73	4,213	60,364	35,686
1,820	..	10	40	713	18,076	9,707
1,337	1	17	36	481	13,777	6,834
1,167	..	18	28	422	11,779	5,785
659	..	18	20	155	5,671	1,003
386	..	10	12	74	3,242	518
306	..	5	4	63	2,864	526
354	..	10	7	63	3,266	517
40,121	1	208	537	29,849	400,067	278,951
63	..	6	..	15	689	94
46	..	6	4	13	721	95
29	..	3	4	11	457	64
34	..	6	1	9	427	62
4	..	..	..	..	53	7
1	..	..	..	..	43	5
..	..	1	1	1	8	1
177	..	22	10	49	2,398	328
40,298	1	230	547	29,898	402,465	279,279
1,701	..	..	1	1,494	12,273	8,893
41,999	1	230	548	31,392	414,738	288,172

*NOTE.—The following are included under the heading "Depressed classes"—
 Basor, Balahi, Chaddar, Dom, Dhobi, Mehtar, Mahar or Mehra, Mang, Mochi, Kori,
 Nagarchi, Khangar, Pasi, Kumhar, Dhimar, Ojha, Dhulia, Khatic, Gadewal, Kuchiwal,
 Pardhan, Madgi, Ghasia, Kaikari, Dohar, Satnami, Ganda, Bedar, Gosangiwar, Manopwar,
 Panka and Chamar.

GENERAL

Race or creed of female scholars receiving general education

		Europeans and Anglo-Indians.	Indian Christians.	Hindus	
		1	2	Higher castes.	*Depressed classes.
		3	4		
Total population ..		3,839	20,307	4,340,216	1,485,766
<i>School Education</i>					
<i>Classes.</i>					
Primary	I ..	385	805	24,457	1,964
	II ..	115	535	11,761	857
	III ..	112	465	8,126	652
	IV ..	116	468	5,064	350
Middle	V ..	..	355	1,155	65
	VI ..	101	264	731	37
	VII ..	70	237	439	12
	VIII ..	80	143	281	4
High	IX ..	..	72	154	4
	X ..	15	57	73	..
	XI ..	42	65	99	..
Total ..		1,036	3,466	52,940	3,945
<i>University and Intermediate Education</i>					
Intermediate classes	1st year ..	..	5	32	..
	2nd year ..	2	2	27	..
Degree classes	1st year ..	3	..	9	..
	2nd year ..	..	5	11	..
Post-graduate classes	1st year ..	..	..	5	..
	2nd year ..	..	..	..	..
Honours	..	..	1	..	..
Totals ..		5	13	84	..
Number of scholars in recognized institutions.		1,041	3,479	53,024	3,945
Number of scholars in unrecognized institutions.		..	74	1,934	104
Grand Totals ..		1,041	3,553	54,958	4,049

Scholars in European Schools are included in this table.
Jains are included in column 9 "others".

TABLE IV-B

in the Central Provinces and Berar for the year 1935-36.

Muham- madans.	Buddhists.	Parsis .	Sikhs.	Others.	Total.	Number of pupils from rural areas.
5	6	7	8	9	10	11
323,954	23	985	1,413	1,569,402	7,745,905	..
6,025	..	77	53	2,086	35,852	19,671
2,114	..	23	26	1,085	16,516	9,829
1,004	..	30	14	710	11,113	6,226
728	..	24	13	518	7,881	3,810
83	..	3	5	64	1,730	374
41	..	22	5	48	1,249	174
22	..	13	6	15	814	76
11	..	21	2	6	548	16
9	5	244	4
3	..	6	..	1	155	2
1	..	11	..	6	224	6
10,041	..	230	124	4,544	76,326	40,188
1	..	1	..	1	40	1
..	31	2
..	..	1	..	..	13	..
..	..	4	..	..	20	..
..	1	..	6	..
..	..	1	..	..	1	..
..	..	1	..	..	2	..
1	..	8	1	1	113	3
10,042	..	238	125	4,545	76,439	40,191
777	1	119	3,009	1,397
10,819	..	238	126	4,664	79,448	41,588

NOTE.—The following are included under the heading "Depressed classes".—Khanger, Pasi, Kumhar, Dhimar, Ojha, Dhulia, Khatic, Gadewal, Kuchiwala, Pardhan, Madgi, Basor, Balahi, Chadar, Dom, Dhobi, Mehtar, Mahar or Mehra, Mang, Mochi, Kori, Nagarchi, Bedar, Gosangiwar, Manopwar, Panka, Chamar, Ghasia, Kaikari, Dohar, Satnami and Ganda.

GENERAL

Race or creed of male scholars receiving vocational and special

		Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
				Higher castes.	*Depressed classes.
		1	2	3	4
<i>School Education.</i>					
Art Schools	..	..	..	..
Law Schools	..	..	..	..
Medical Schools	..	..	6	191	..
Normal and Training Schools	..	..	45	654	38
Engineering and Surveying Schools	..	1	..	114	1
Technical and Industrial Schools	..	..	35	492	32
Commercial Schools	..	..	..	..	..
Agricultural Schools	..	..	..	63	4
Reformatory Schools	..	..	1	65	..
Schools for Defectives	..	..	..	43	..
Schools for Adults	..	1	4	666	225
Other Schools	..	..	..	93	..
Totals	..	2	91	2,381	300
<i>University and Intermediate Education.</i>					
Law	..	..	6	459	6
Medicine	..	..	..	..	..
Education	..	1	8	96	..
Engineering	..	..	..	..	..
Agriculture	..	..	2	123	1
Commerce	..	..	..	..	..
Technology	..	..	..	..	..
Forestry	..	..	..	..	..
Veterinary Science	..	..	..	..	..
Totals	..	1	16	678	7
Grand Totals	..	3	107	3,059	307

Scholars in European schools are included in this table.
Jains are included in column 9 "others."

TABLE V-A

education in the Central Provinces and Berar for the year 1935-36.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.
5	6	7	8	9	10	11
..
..
12	3	2	214	35
106	22	865	863
2	7	..	125	38
22	1	582	397
..
1	68	68
19	7	92	..
..	..	1	..	2	46	21
119	..	1	2	104	1,122	723
..	93	40
281	..	2	12	138	3,207	2,185
35	..	2	2	10	520	63
..
18	1	..	124	..
..
8	134	39
..
..
..
..
61	..	2	3	10	778	102
342	..	4	15	148	3,985	2,287

*NOTE.—The following are included under the heading "Depressed classes":—Mahar or Mehra, Mehtar, Chamar, Basore, Satnami, Ganda, Mang, Mochi, Mala, Pardhi, Panka, Kori, Dhobi, Kumhar, Pardhan, Khangar and Katia.

GENERAL

Race or creed of female scholars receiving vocational and special

		Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
				Higher castes	*Depressed classes.
				1	2	3	4
<i>School Education.</i>					
Medical Schools	..	1	3	26	..
Normal and Training Schools	..	..	149	200	28
Technical and Industrial Schools	..	..	147	54	..
Commercial Schools	..	..	..	..	..
Agricultural Schools	..	..	..	..	..
Schools for Defectives	..	..	..	2	..
Schools for Adults	..	..	..	191	10
Other Schools	..	..	..	..	..
Totals	..	1	299	473	38
<i>University and Intermediate Education.</i>					
Medicine	..	..	..	..	..
Education	..	..	19	6	..
Law	..	..	..	..	..
Agriculture	..	..	..	..	..
Commerce	..	..	..	..	..
Technology	..	..	..	..	..
Totals	..	..	19	6	..
Grand Totals	..	1	318	479	38

*NOTE—The following are included under the heading "Depressed

TABLE V-B

education in the Central Provinces and Berar for the year 1935-36.

Muham- madans.	Buddhists.	Parsis	Sikhs.	Others.	Total.	Number of pupils from rural areas.
5	6	7	8	9	10	11
2	..	1	..	..	33	..
20	9	406	85
..	201	13
..
..
..	2	..
61	262	6
..
83	..	1	..	9	904	104
..
..	25	..
..
..
..
..	25	..
83	..	1	..	9	929	104

classes " :—Katia, Passi, Kumhar, Kori, Basore, Chamar, Dhobi and Mahar.

GENERAL

Men teachers in the Central Provinces

Trained teachers with the following educational qualifications.						
		A degree.	Passed Matric or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
		1	2	3	4	5
Class of Institutions						
Primary Schools.						
Government	..	..	..	12	4	..
Local Board and Municipal	..	..	59	5,251	1,056	117
Aided	..	1	2	173	37	7
Unaided	..	..	1	48	16	2
Totals	..	1	62	5,484	1,113	126
Middle Schools.						
Government	..	10	292	42	4	..
Local Board and Municipal	..	20	311	2,037	310	26
Aided	..	14	172	13	1	1
Unaided	..	4	16	9	2	..
Totals	..	48	791	2,101	317	27
High Schools.						
Government	..	259	19	4	..	..
Local Board and Municipal	..	36	2	1	..	..
Aided	..	83	7	5	..	2
Unaided	..	13	2	..	..	..
Totals	..	391	30	10	..	2
Grand Totals	..	440	883	7,595	1,430	155

Teachers in Anglo-Indian and European schools are included in this table.

TABLE VI-A

and Berar for the year 1935-36.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand totals of teachers.
Possessing a degree.		Possessing no degree.				
Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.			
6	7	8	9	10	11	12
..	..	3	5	16	8	24
..	..	671	2,918	6,483	3,589	10,072
..	..	23	256	220	279	499
..	..	13	196	67	209	276
..	..	710	3,375	6,786	4,085	10,871
1	12	4	15	348	32	380
2	23	75	747	2,704	847	3,551
18	34	35	245	201	332	533
1	9	44	67	31	121	152
22	78	158	1,074	3,284	1,332	4,616
4	24	1	..	282	29	311
7	24	3	2	39	36	75
23	94	3	17	97	137	234
29	40	4	9	15	82	97
63	182	11	28	433	284	717
85	260	879	4,477	10,503	5,701	16,204

GENERAL

Women teachers in the Central Provinces and

		Trained teachers with the following educational qualifications				
		A degrec.	Passed Metric or School final.	Passed Middle School.	Passed Primary School.	Lower qualifi- cations.
		1	2	3	4	5
Class of Institutions						
<i>Primary Schools.</i>						
Government	..	..	..	247	208	6
Local Board and Municipal	..	..	.	82	36	..
Aided	..	3	33	133	32	1
Unaided	..	..	..	15	5	..
Totals	..	3	33	477	281	7
<i>Middle Schools.</i>						
Government	..	2	10	121	51	2
Local Board and Municipal	..	..	..	2	1	..
Aided	..	6	42	44	5	..
Unaided	..	2	3	3	..	.
Totals	..	10	55	170	57	2
<i>High Schools.</i>						
Government	..	4	..	1	..	.
Local Board and Municipal	..	..	..	..	..
Aided	..	21	2	..	..	.
Unaided	.	1	..	..	..	..
Totals	..	26	2	1	..	..
Grand Totals	.	39	90	648	338	9

Teachers in Anglo-Indian and European schools are included in this table.

TABLE VI-B

Barar for the year 1935-36.

Untrained teachers.				Total trained teachers	Total untrained teachers	Grand totals of teachers.
Possessing a degree.		Possessing no degree				
Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.			
6	7	8	9	10	11	12
..	..	12	221	461	233	413
.	.	13	188	118	201	699
1	.	15	130	202	146	348
..	..	3	31	20	34	54
1	..	43	570	801	614	1,415
1	..	1	32	186	34	220
..	..	1	6	3	7	10
..	2	13	28	97	43	140
..	..	6	8	8	14	22
1	2	21	74	294	98	392
..	..	..	1	5	1	6
..
6	2	2	.	23	10	33
..	4	1	..	1	5	6
6	6	3	1	29	16	45
8	8	67	645	1,124	728	1,852

GENERAL
Anglo-Indian and European Education in the

Total Anglo-Indian and European population ..		Males .. 6,474		
		Females .. 3,839		
		Total .. 10,313		
	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	*Number of Non-Europeans on roll.
	1	2	3	4
<i>Institutions for males.</i>				
Arts Colleges ..	..	..	..	..
Training Colleges ..	..	..	..	..
High Schools .. Aided ..	4	182	6	53
Middle Schools .. Aided ..	4	353	19	135
.. Aided ..	5	661	88	275
Primary Schools .. Unaided ..	1	28	13	2
Training Schools ..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..
Commercial Schools ..	..	..	..	..
Other Schools ..	..	..	..	..
Totals ..	14	1,224	126	465
<i>Institutions for females.</i>				
Arts Colleges ..	..	..	..	..
Training Colleges ..	..	..	..	..
High Schools .. Aided ..	5	67	..	16
.. Unaided ..	1	17	..	17
Middle Schools .. Aided ..	5	287	1	54
.. Unaided ..	1	33	..	33
Primary Schools .. Aided ..	10	1,310	385	409
.. Unaided ..	1	158	55	158
Training Schools ..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..
Commercial Schools ..	..	..	..	..
Other Schools ..	..	..	..	..
Totals ..	23	1,872	441	687
Grand Totals for Institutions ..	37	3,096	567	1,152

Expenditure on buildings includes *nil* spent by the Public Works Department.

"Miscellaneous" includes the following main items :—

	Males.	Females.	Total.
	Rs.	Rs.	Rs.
(1) Scholarships ..	4,557	3,262	7,819
(2) Orphan grants ..	7,462	18,108	25,570
(3) Provident funds ..	576	514	1,090
(4) Miscellaneous ..	14	..	14
(5) Messing charges ..	80,324	88,642	1,68,966
Total ..	92,933	1,10,526	2,03,459

Other sources include income from endowments, subscriptions, contributions, etc.

TABLE VII
Central Provinces and Berar for the year 1935-36.

Percentage to European and Anglo-Indian population of those at school—

Males 14.04 Females 26.96 Total 18.85

Teachers.		Expenditure from				
Trained.	Untrained.	Government funds.	†Board funds.	Fees.	Other sources.	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
..
.. 7	.. 8	11,361	..	19,780	17,973	49,114
.. 11	.. 10	15,314	..	25,683	14,393	55,390
.. 18	.. 8	13,602	..	20,296	14,689	48,587
..	.. 1	..	..	..	1,536	1,536
..
..
..
36	27	40,277	..	65,759	48,591	1,54,627
..
.. 8	.. 2	5,205	..	3,917	7,568	16,690
.. 1	.. 1	..	..	247	5,924	6,171
.. 15	..	8,174	..	11,869	11,502	31,545
.. 4	.. 2	..	..	1,083	8,000	9,083
.. 37	.. 20	25,021	..	45,859	30,244	1,01,124
.. 1	.. 6	..	..	2,166	12,000	14,166
..
..
..
..
66	31	38,400	..	65,141	75,238	1,78,779
102	58	78,677	..	1,30,900	1,23,829	3,33,406
Inspection	..	..	..	..	..	..
Buildings, etc.	..	..	..	..	..	..
Miscellaneous	..	34,493	..	1,05,135	63,831	2,03,459
Total	..	34,493	..	1,05,135	63,831	2,03,459
Grand Total	..	1,13,170	..	2,36,035	1,87,660	5,36,865

*The term "Non-Europeans" does not include domiciled Europeans and Anglo-Indians.
†Include both district board and municipal funds.

GENERAL
Examination results in the Central

Examinations.	Males.					
	Number of Examinees.			Number passed.		
	*Public.	Private.	Total.	*Public.	Private.	Total.
1	2	3	4	5	6	7
Degree Examination						
<i>Arts and Science.</i>						
D. Litt. ..	..	..	..	..	..	..
Ph. D. ..	..	1	1	..	1	1
D. Sc. ..	..	1	1	..	1	1
M. A. ..	23	42	65	19	27	46
M. Sc. ..	18	3	21	16	3	19
B. A. (Honours) ..	1	..	1	1	..	1
B. Sc. (Honours) ..	8	..	8	6	..	6
B. A. (Pass) ..	322	185	507	174	62	236
B. Sc. (Pass) ..	79	35	114	49(a)	15	64(a)
<i>Law.</i>						
Master of Law (Part I) ..	..	2	2	..	..	..
Bachelor of Law ..	226	24	250	173	15	188
<i>Medicines.</i>						
M. D. ..	..	..	..	..	..	..
M. B. B. S. ..	..	..	..	..	..	..
L. M. & S. (Bombay) ..	..	..	..	..	..	..
M. C. P. & S. (Bombay) ..	..	..	..	..	..	..
M. S. F. M. (Calcutta) ..	..	..	..	..	..	..
M. S. ..	..	..	..	..	..	..
M. Obstetrics ..	..	..	..	..	..	..
D. Hyg. ..	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..
D. P. H. ..	..	..	..	..	..	..
D. O. ..	..	..	..	..	..	..
B. Sc. (Sanitary) ..	..	..	..	..	..	..
S. T. M. (Calcutta) ..	..	..	..	..	..	..
<i>Engineering.</i>						
Master of E. E. ..	..	..	..	..	..	..
Bachelor of E. E. ..	..	..	..	..	..	..
Bachelor of C. E. ..	..	..	..	..	..	..
Bachelor of M. E. ..	..	..	..	..	..	..
Bachelor of Mining and Metallurgy. ..	..	..	..	..	..	..
<i>Education.</i>						
B. E., B. T. & L. T. (B. T.).	26	1	27	26	1	27
<i>Commerce.</i>						
Bachelor of Commerce..	..	..	..	..	..	..
Master of Commerce ..	..	..	..	..	..	..
<i>Technology</i>						
Master of Technology ..	..	..	..	..	..	..
Bachelor of Technology..	..	..	..	..	..	..
<i>Agriculture.</i>						
Master of Agriculture ..	..	..	..	..	..	..
Bachelor of Agriculture..	21	3	24	20	2	22

*Appearing from a recognized institution.

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